

Arizona's Libraries in the 21st Century:

**Building Communities, Connections and
a Continuum of Learning**

**Presented by the
Statewide Library Development Commission
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Prepared in Partnership with Libraries for the Future

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Statewide Library Development Commission Charge

The Statewide Library Development Commission is charged with taking a visionary look at the future of library services and with developing a comprehensive set of policy recommendations to improve library services for the people of Arizona in the 21st century.

The statewide development plan for libraries will present a vision for library services and a plan for ensuring the greatest access to information and cultural resources for all Arizonans. The library development plan will include policy recommendations, implementation guidelines and action steps, as well as evaluation methods. This plan would inform the next five-year LSTA plan (2002-07) and document programmatic and funding needs for libraries to be included in the SLAPR biennial budget of 2003-04.

The Commission's final report will be delivered to the State Librarian by January 2002.

State Library, Archives and Public Records (SLAPR)

Vision

T*o ensure that the Arizona Legislature and Arizonans have access to the information they need today, and the history of Arizona for tomorrow, through partnerships with all types of cultural and public information institutions.*

Mission

The agency serves the Arizona Legislature and Arizonans, providing public access to public information, fostering historical/cultural collaborative research, information projects and ensuring that Arizona's history is documented and preserved.

Goals

- *Providing prompt, professional legislative support*
- *Preserving and documenting Arizona's history*
- *Providing access to cultural and public information*
- *Promoting statewide collaboration for historical and cultural institutions*

Measures of Success

We will know we have been successful when:

- *each Legislative member knows who we are and what we do, at the Capitol and in his/her District;*
 - *each Legislative member turns to us to help them, when appropriate in their work;*
- *the cultural and public information communities of Arizona look to us for leadership, problem solving, and information supporting cultural and historic projects for Arizonans;*
- *the cultural community collaborates with us to build an inventory of Arizona's cultural collections—print and web-based—for all to use;*
 - *Arizona citizens who visit us on-site or on-line find what they are looking for, or learn from using our collections;*
 - *Our agency's customers evaluate our products and service positively.*

A Message from the State Librarian

I have been privileged to participate in the discussions of this strong and representative commission, composed of library customers and staff connected with all types and sizes of libraries. The commission has focused on the future of library services within the social, political, economic, and educational contexts of Arizona's diverse cultures and changing expectations.

I believe libraries will continue to find new:

- ✓ strength in collaboration and cooperation,
- ✓ purpose in reaching out to the underserved or non-user,
- ✓ growth in the changing, challenging nature of information, and
- ✓ visibility through partnerships with a wide range of community and cultural partners.

The 21st century demands flexibility from each institution or profession that wants to stay relevant. As funds are restricted, the library that joins with potential partners to provide the most impact for the most carefully constructed, jointly funded project(s) will succeed. We must work within the context of the larger society and we must translate the importance of what we believe we offer into terms that society can both understand and value. Anything less endangers that which we value: our stewardship of the services, collections, and venues where all in a community can find common ground.

The commission believes we are up to the task, and so do I. This document seeks to be both a benchmark and a visionary compendium. Its efficacy will be proved by what we do with it and how we use what we have learned to guide the statewide development of library services over the next several years. Time to get going! Together!

GladysAnn Wells, State Librarian

A Message from the Chair of the Statewide Library Development Commission

I hope that by 2010 all people in this state will be able to identify, locate, and gain access to that part of the human record that meets their information and learning needs. Arizona residents should be able to use (read, visit, interact with, or download) this information or cultural resource quickly and easily, from home, school, or workplace, when they need it and in whatever format that works best for them.

The mission of libraries, archives, museums, and schools is to provide access to the human record, in order to:

- ✓ educate and connect this and future generations with the works of the present and the past, and their creators, keeping in mind the adage, "Those who do not know history are bound to repeat it";
- ✓ renew and refresh the human spirit with experiences, insights, and perspectives that will contribute to each person's growth and development; and
- ✓ inspire creative energies and talents that will make life better—as well as more interesting, challenging, beautiful, and joyful—for everyone through stories, poems, histories, research, and inventions.

To implement a statewide plan that will encourage and support libraries and information services will require that we avoid both a failure of nerve and a failure of imagination. We must dare to learn how to fight for more resources. We must work in partnership with the many taxpayers, library users, and allies who cherish libraries and will help us if we just ask. And we must dare to imagine the best future for libraries, archives, museums, and schools, especially in the emerging economy, where knowledge builds wealth and people are the most important raw material—two assumptions that library advocates and librarians have always accepted and on which we continue to base our services.

Agnes Griffen, Director, Tucson-Pima Public Library

Executive Summary

Arizona's Libraries in the 21st Century: Building Communities, Connections and a Continuum of Learning is a product of two years of research, evaluation, dialogue, debate, writing, and review.

It describes the state of Arizona's libraries, the dynamic environment in which they work, and a broad statewide vision for the next five years.

The report is divided into four major sections—Taking Stock of the Present, Imagining the Future, State Leadership and Education Opportunities, and finally, The Process. It is meant to be a roadmap that assists the State Library in its internal planning processes, begins to tell the library story to the greater Arizona community, and reflects the vision and values of libraries across the state.

Taking Stock of the Present

Libraries are much more than institutions or buildings. They are even more than books, magazines, and electronic resources. They are, above all, essential partners that accompany us on our journey through life.

Libraries, both the institutions and the services they provide, anticipate, accommodate, and support the needs of people of all ages, from all walks of life and in a variety of languages. In many instances, their services go beyond the four walls of the physical library: they connect people wherever they are—home, school, or office.

In the age of technology, we are bombarded daily with information. Libraries are one of the oldest and most reliable institutions where that information is available and can be

mediated, and where beliefs, opinions, and attitudes can be discussed freely and safely.

The commission identified some of the many ways in which Arizona's residents use the library through the stages of their life, and has described these stages as the ***Learning Continuum***. They include: before birth, infancy and preschool, school age, postsecondary education and early adult years, working years, and finally, senior years.

Public Libraries

Most Arizonans encounter the library in its neighborhood manifestation, the public library. Some 178 public libraries serve communities across Arizona. In many rural areas, the public library is one of only a few public resources. Public libraries are partners in education and have been economic engines for local communities through their extraordinary collections, programs, staff support, and physical space, and by functioning as centers for employment and career opportunity.

Three developments are reshaping the public library landscape: 1) the public's demand for access to new technologies and resources, 2) the increased need for resource sharing created by those new technologies, and 3) trends toward non-traditional partnerships and interactive librarianship with other community resources.

The Spectrum of Libraries

The public library has a unique place in American life, but it is not alone in providing access to information and knowledge. Arizonans also make great use of four other types of libraries: 1) tribal, 2) academic, 3) school, and 4) special (government, law, medical, museum, institutional and corporate).

Imagining the Future

The Statewide Library Development Commission consulted a variety of experts and documents to formulate suggestions about shaping the future of Arizona's libraries. It asked experts in fields such as public health and urban planning to sketch out the most important large-scale trends that might affect the future of the state's libraries. These reports identified the most prevalent external forces driving change, including:

- need for greater educational attainment
- changing demographics
- rapid urban growth and sprawl
- stresses on children and families
- need for greater access to health care
- increased need for access to new technologies

The commission also consulted strategic plans written by many of Arizona's libraries and library systems during the past three years. And it examined innovative library programs now in operation throughout the state.

From these various sources, the commission was able to identify the forces of change within our state while also gaining a sense of our strengths and opportunities.

The report divides the major issues and policy recommendations into ten sections. The recommendations are also presented in the Policy Recommendations Summary that follows this section of the report. The policy issues include:

- Public satisfaction
- Access to information, resources, and services
- Information technology
- Cultural diversity
- Library as a community's focal point
- Families and libraries

- The New Economy
- Strategic partnerships
- Funding and support
- Recruiting and retaining qualified staff

State Leadership and Education Opportunities

Libraries in Arizona, and across the country, are benefiting from strong leadership at the state agency level, supportive county or municipal systems, and expanded resource sharing through state networks, electronic communications, and cross-community partnerships. Many also benefit from federal funding allocated through the State Library, Archives and Public Records (SLAPR), such as LSTA grants, which enables participation in statewide or special projects that build their capacity to serve Arizonans more effectively.

The State Library develops statewide strategic plans, usually for five-year spans; works closely with the legislature; and decides on the use of certain federal grants. It assists libraries in writing applications to participate in the e-rate program, which the federal government established in 1996 as a way of subsidizing electronic-information institutions. Finally, it provides consulting services for small libraries and other advisory or collection-related services.

SLAPR has been an important convener, advocate, collaborator, and disseminator. A series of annual convocations has started the networking necessary for significant collaboration in the library, archive, and museum communities.

The School of Information Resources and Library Science (SIRLS) at the University of Arizona is the state's only library school. Many of its graduates serve in leadership positions in public, school, academic, and special libraries throughout the state and nationally. It offers the master's degree in library and information science (MLS), as well as a joint program with Arizona's College of

Education that awards certification in school librarianship and school supervisor administration. It also provides opportunities to attain proficiency in areas such as archives/rare books, law librarianship, and youth services.

The Process

The commission first met in March 2000 at the State Library Convocation in Phoenix. The group was charged to write a five-year library development plan that the State Library could use for planning, allocating resources, and identifying management priorities, and as a roadmap for collaboration with libraries across the state.

At the same time the commission was formed, Governor Jane Dee Hull created the Arizona Partnership for the New Economy. It became apparent early in the deliberations of the Statewide Library Development Commission that it was essential for libraries to be represented on the Partnership for the New Economy and for the partnership to recognize the economic value of public libraries.

For the rest of 2000, commission members worked to ensure that libraries were included in the Governor's final plan for Arizona in the New Economy. Five commission members were asked to serve on "hot teams" charged with studying specific areas of the New Economy, and as a result of their work the commission developed a New Economy White Paper as a response to the partnership's final plan.

Early in 2001, the commission regrouped and spent the next nine months focusing on the future of libraries in the state. They examined what was working well, what external factors may affect library development, and where library leaders need to focus in order to maintain relevance and vibrancy. The Arizona office of Libraries for the Future, a national non-profit organization, was asked to assist with this phase of the process

through meeting facilitation, research, reporting, and preparation of recommendations.

In addition to deliberations, the commission reviewed the strategic plans from public libraries across Arizona—these plans were analyzed and summarized. Also, an anonymous survey of commission members and county librarians was conducted in order to better understand the most important role that the State Library might play over the next five years.

The results of these various deliberations, surveys, and studies, as well as a mission and visioning process carried out by the commission, form the basis for this report.

Policy Recommendation Summary

The commission has identified the issues that libraries need to address, and identified policy recommendations for addressing them. They are presented in the following summary.

Public satisfaction

Commission members agreed on the need to emphasize service in the next phase of library development. Ultimately, the success of libraries in Arizona will rest on their ability to retain current customers, attract new customers, and provide top-notch, reliable service.

- ✓ Develop a vision for libraries from the user's perspective.
- ✓ Work with community members to determine service needs.
- ✓ Identify residents who do not use the library and determine what services would entice them to become users.
- ✓ Design library collections, programs, and services in response to community wants and needs.
- ✓ Offer statewide training programs to teach staff the art of customer satisfaction.
- ✓ Tie individual and department rewards and incentives to community satisfaction levels.

Access to information, resources, and services

While the public library must adopt new services, technologies, and partnerships, it must also strengthen its core—its collections of books, periodicals, databases, and other materials. It must

always be able to provide certain basic materials, such as reference works and the classic works of the arts, letters, and sciences; but it must also be able to offer materials for literacy education, for nontraditional users, for users of all ages, and for a variety of daily needs such as health and wellness, personal finances, and consumer information.

- ✓ Encourage "virtual" service that enables customers to access the library's resources without having to visit the building.
- ✓ Develop an infrastructure to assist libraries in dealing with rapidly changing resources and the transition from print to digital.
- ✓ Establish a cooperative collection development committee to include representation from museums and archives. Assign this group the responsibility for planning programs, coordinating special projects, and communicating with organizations on collection development issues across Arizona.
- ✓ Fund continuing education events at least twice a year. Bring in specialists to discuss trends in collection development. Do hands-on training sessions for organizations on issues such as writing policies or conducting user need surveys.
- ✓ Promote cooperative collection development among multi-type organizations. Offer county librarians funding for trainers.
- ✓ Create a "core" collection in special topical areas and help county librarians train people in its use.
- ✓ Market and continue to make available examples of well-written collection-development policies.

- ✓ Develop a team of individuals at the State Library who will spend time helping libraries assess their collections.
- ✓ Improve training of Economic Development Information Center (EDIC) librarians to increase the impact these collections have on the economic development of their communities.
- ✓ Improve training of library professionals in using and promoting subject-specific information (economic development and small business, consumer health, etc.).
- ✓ Support the creation and expansion of partnerships that enhance services through on-site health screenings, small business seminars, etc.
- ✓ Provide library professionals who specialize in specific subjects and online training for small business, consumer health, etc.
- ✓ Support and reward the continuation and expansion of cooperative collection development efforts and material and database purchases among libraries.
- ✓ Work to identify and serve nontraditional and underserved populations and areas. This includes ethnic groups, homeless, illiterate and institutionalized.
- ✓ Explore a statewide, 24-hour/7-day reference service, in which selected libraries, working collaboratively with the State Library, would link libraries across the state and the Library of Congress's global Collaborative Digital Reference Service (CDRS).
- ✓ Create a statewide network of library directors in order to facilitate the exchange of information, promote innovative

responses to common problems, and develop cooperative activities among libraries. This network should host face-to-face meetings at least several times per year as well as an electronic link of library directors.

Information technology

The network of library information technology systems represents the only complete technology grid in Arizona—making our state's libraries critical to our ability to provide information to residents across the state. In addition to this connectivity, most of Arizona's libraries are well equipped with hardware, software, and wiring to accommodate the public's need for electronic access. The commitment of federal dollars—both through Library Services and Technology Act (LSTA) grants and e-rate funding—has positioned Arizona's public libraries to receive enormous support for technology infrastructure from the Bill and Melinda Gates Foundation. Thus far, the Gates Foundation has awarded \$2,249,923 to Arizona's libraries and \$2,393,068 for the Native American Access to Technology Program in Navajo Nation Chapter Houses in Arizona, New Mexico, and Utah.

- ✓ Ensure that EVERY library in Arizona has high-speed access to the Internet.
- ✓ Identify ways to support and sustain the technology investments made by the State Library through LSTA and federal e-rate programs and through the Bill and Melinda Gates Foundation.
- ✓ Pursue local monies for technology upgrades and replacements. State or federal funds should be made available for statewide interconnections and networking functions.
- ✓ Continue to develop and maintain easy-to-use websites to direct patrons to accurate and reliable information on the

Internet; encourage libraries to link websites with other library sites.

- ✓ Partner with local and statewide government and industry to explore statewide technology infrastructure and support options, including videoconferencing and web casting.
- ✓ Increase the number of electronic databases available to the public through libraries.
- ✓ Develop cost sharing opportunities for the purchase of electronic database licenses through state library leadership.
- ✓ Encourage and support museum and library collaborations in order to ensure that all cultural institutions are equipped with necessary technologies and to avoid cost duplication.

Cultural diversity

Arizona is an increasingly diverse state with more than 600,000 immigrants (not including undocumented immigrants), most of whom are native Spanish speakers. There are 21 federally recognized Native American tribes in Arizona, and about 250,000 Native American people in urban Maricopa County. Major refugee groups include Bosnian, Cambodian, Cuban, Iraqi, Romanian, Soviet, Somali, Sudanese, and Vietnamese. Upwards of 25% of the state's school children are members of immigrant families. For example, Elmhurst Elementary School in Maricopa County reports that its students speak 58 languages and represent 96 nationalities.

- ✓ Provide a culturally sensitive environment for library staff and users and support opportunities for libraries to recruit and hire staff reflective of the community in which they work.

- ✓ Promote library programming that embraces the neighborhood's cultural heritage and flavor.
- ✓ Improve resources (language-specific books, videos, computers, etc) and programming for immigrant families.
- ✓ Encourage and support professional education for minority library-school students through educational recruitment and retention and career placement.
- ✓ Promote networking between tribal libraries and among other Arizona libraries.
- ✓ Provide training in cultural sensitivity for staff and the community.
- ✓ Encourage and support museum and library collaborations in order to ensure that Arizona's history and cultures are represented adequately, accurately, and appropriately.

Library as community's focal point

Libraries can be ideal physical and psychological centers for spread-out communities such as those common in Arizona. The state enjoys enormous growth and "sprawl," which is often how people refer to growth if it is unwanted, unplanned, or out of control—all of the things a community dislikes about growth. The 2000 census counted over 4 million state residents; the population is projected to approach 10 million in 2040. This population is aging: while 20-39 year-olds are the highest percentage age group, seniors are expected soon to exceed them.

- ✓ Ensure that library leaders are integral to discussions when planning new and growing communities.
- ✓ Develop a cadre of experts to help ensure that new library buildings are well designed to increase usage, reduce inefficiencies, and promote community collaboration.

- ✓ Improve local advocacy for libraries through better training for friends groups and local library activists and supporters.
- ✓ Expand funding opportunities to build new libraries through partnerships with local foundations, corporations, and governmental agencies (for example, Arizona Community Foundation and Greater Arizona Development Authority).
- ✓ Seek new state resources for the funding of rural and tribal libraries.
- ✓ Ensure that planned and developing communities are provided with the state, local, and private resources (impact fees) to pay for the creation and expansion of adequate library facilities.
- ✓ Provide relevant and informative programming that adds value for individuals in order to build local support for the library.
- ✓ Coordinate efforts across the state to market and promote the value and role of libraries in counties, cities, communities, and neighborhoods.

Families and libraries

The public library is one of the few public institutions that has programs, services, and educational cultural opportunities available *free* for an entire family. In many instances the public library is the first and most frequently available educational institution for our youngest residents as they enter the world of reading and learning. And the public library is often a community's "school" on evenings, weekends, and in the summer when many schools are closed. Libraries across Arizona are serving as cornerstone educational facilities for entire

communities. From offering GED classes to technology courses, and from ESL to citizenship classes, they have long since embraced the notion that everyone deserves free basic educational opportunities.

- ✓ Expand continuing education opportunities to address the special opportunities (or challenges) of providing library services to teens.
- ✓ Enhance after-school programs for K-12 students in libraries and museums.
- ✓ Increase opportunities for youth and family activities in libraries and museums.
- ✓ Increase collaboration with schools for opportunities to improve student success (homework help, tutoring, etc.).
- ✓ Increase opportunities for museum/library/school partnerships.
- ✓ Work with youth and family support agencies to increase the number of youth and families using the library and to develop programming that is relevant and meaningful.
- ✓ Ensure that youth and families have access to information, that computers available in libraries meet their needs, and that the appropriate training opportunities exist for this equipment.
- ✓ Provide a safe and family-friendly physical environment that makes families and youth feel welcome and comfortable in the library.
- ✓ Design programming and resources to help teens overcome the many risk factors they face growing up in Arizona.

- ✓ Place a high value on teen participation and engagement by providing opportunities for teens to help prepare, develop, and plan programs and services.
- ✓ Acknowledge a valuable asset to the library by investing as many resources of space, programming, and collections for children and teens as for adults.
- ✓ Promote literacy throughout the state for families and teens.

The New Economy

Arizona's policymakers have spent considerable time over the past several years engaging local communities around issues of the New Economy, economic development, and technology, all of which are deeply interrelated. In the New Economy, which is an economic transformation based on technology, the sources of competitive advantage will be knowledge, quality, speed, flexibility, and networks. The implications for Arizona are enormous. There will be increased competition for businesses, high-wage jobs, and workers. It is imperative that Arizona creates the infrastructure required to support the New Economy, including nurturing idea generation and entrepreneurial activity.

- ✓ Ensure that every library has the technological capability to support New Economy business and economic needs.
- ✓ Create a statewide strategy to officially measure and document the economic value of libraries in Arizona.
- ✓ Promote opportunities for library users to gain skills in searching digital resources.
- ✓ Promote the fact that the public library is a "bridge to the digital divide" in almost every community in Arizona.

- ✓ Assist business and government in assessing their readiness for the New Economy and establishing benchmarks of progress.
- ✓ Ensure that all libraries can provide up-to-date, accurate business and economic information.
- ✓ Use library services as a link for innovations of the New Economy by improving the knowledge and skill bases of all Arizonans.
- ✓ Develop cost-sharing models for acquiring expensive online databases.
- ✓ Strengthen and expand Economic Development Information Centers (EDIC).
- ✓ Market EDIC statewide to the business community.
- ✓ Provide continuing education for EDIC librarians.
- ✓ Promote the hiring of librarians who have expertise in providing information for small businesses, economic development, and entrepreneurs.

Strategic partnerships

Librarians across the state have found that in order to build local support, increase usage, and supply the most current and relevant materials and programs, they must look beyond the walls of their own institutions to develop strategic alliances.

Alliances have taken many shapes, and community-based librarianship—that is, serving the community through needs and assets assessments, outreach, coalition building, and public awareness—has reached audiences and created alliances that have not previously been considered.

- ✓ Encourage libraries to work together through the establishment of statewide monetary incentive programs such as the Net Lending Payment program.
- ✓ Create efficient mechanisms for sharing collections and resources among library systems and with local business and industry, community-based organizations, and schools.
- ✓ Offer library professionals training about the art of collaboration with cultural institutions as well as business and industry, community-based organizations, and schools.
- ✓ Create a library/museum/archive referral network to establish an institutional commitment to meeting all information needs.
- ✓ Develop infrastructure to research and implement a statewide library card system so that any individual experiences a seamless network of information access.

Funding and support

Funding and support is a recurring theme for library leaders, advocates, and policymakers. Library directors often describe it as their top priority. The ability to maintain and increase local, state, national, and private funding is the linchpin for success, but it requires skilled and masterful leadership.

Arizona's libraries usually rank near the bottom of most national funding indicators. While the national average of per capita support for public libraries is \$24.80, Arizona's is \$21.40. In 2000, the national average funding for state grants and aid was \$13.8 million, while Arizona's is only \$650,000.

- ✓ Collect and maintain statewide statistical data that will allow libraries to benchmark their funding and support status with other comparable local library systems, and provide training in how to accomplish this.

- ✓ Encourage and support the development of local library friends and foundations boards through training, technical support, and mentoring.
- ✓ Increase state funding from \$.12 per capita to \$1.00 per capita within the next five years.
- ✓ Create a \$1.5 million cultural heritage program using museums and libraries to attract tourists and visitors.
- ✓ Identify trends in demographics and lifestyles, determine priority needs of users, and make changes in services.
- ✓ Develop cost-effective, coordinated public relations strategies with targeted campaigns to increase public awareness and use of the library.
- ✓ Develop a statewide library advocacy toolkit that library systems can adapt and use.
- ✓ Develop a training program/package to help library directors and staff design and justify budget requests for staffing, books and other materials, technology, etc.
- ✓ Develop a uniform electronic data collection system for all types of libraries that will provide outcome-based data comparable locally, statewide, and nationally.
- ✓ Increase funding and support for school libraries statewide to \$15.00 per student per library (national average is \$14.24).
- ✓ Require that all publicly funded schools include a library (could possibly be a joint-use facility with city or county governments).

- ✓ Work to increase funding that will enable academic libraries to maintain their book and periodical collections, expand access to electronic databases, and support distance education initiatives.

Recruiting and retaining qualified staff

The ability to recruit and keep good staff is the glue of success for any library or library system. Many library leaders throughout the state, when surveyed, identified the ability to attract new talent, keep the talent they have, and provide adequate professional development opportunities for staff as some of the most important issues facing libraries. Difficulties in finding and keeping good staff can be considered a crisis of growing proportions.

- ✓ Give staff the opportunity to participate in continuing education.
- ✓ Collaborate with Arizona's three universities and community college system to recruit and educate a diverse professional and paraprofessional library workforce.
- ✓ Develop statewide standards for professional and paraprofessional staff for continuing education opportunities at all types of libraries.
- ✓ Suggest minimum salary levels for professional and paraprofessional library staff.
- ✓ Establish standards for all publicly funded schools to staff each school library with professional school librarians who hold both classroom teacher certification and at least an 18-graduate-unit-endorsement of school library coursework.
- ✓ Recommend that all school librarians have teaching certification and at least one year of classroom experience.

- ✓ Recommend that all school librarians earn 15 graduate units in library science or education with an emphasis on school librarianship, or earn the MLS within seven years from hire as a school librarian. This endorsement should be upgraded to at least 18 graduate hours of school library coursework and preferably a master's degree with an emphasis in school librarianship.
- ✓ Suggest that the Arizona Department of Education (ADOE) and specifically the Superintendent of Public Instruction reinstate staff positions at ADOE responsible for the oversight and strategic organization of public school libraries.

This Report

This report* describes the state of Arizona's libraries, the dynamic environment in which they work, and a broad statewide vision for the next five years. The vision includes specific policy recommendations.

Implementation guidelines, action steps, and evaluation methods will be developed in the ongoing library development process throughout the next several years.

The report begins with ***"Taking Stock of the Present,"*** which describes Arizona's libraries today. It places special emphasis on ***libraries as "Partners for Living"*** that offer a wide array of services throughout each resident's lifetime.

The second major section of the report, ***"Imagining the Future," identifies major issues*** that Arizona's libraries must address in order to remain relevant in the next decade. The discussion of each issue is based on expert analysis, strategic plans from selected Arizona libraries, and other data, and concludes with ***"recommendations" for addressing the issues.*** The recommendations cover a broad spectrum of policy decisions and are directed toward a variety of constituencies including library leaders, library advocates, and policymakers.

The report concludes with a discussion of the role of the ***State Library in planning*** for the state's libraries, and the progress to date and educational opportunities available in Arizona.

The report is meant to be a roadmap that assists the State Library in its internal planning processes, begins to tell the library story to the greater Arizona community, and reflects the vision and values of libraries across the state. Members of Arizona Library Association (AzLA) and library leaders across the state reviewed this document at their meeting in December 2001 and throughout

January 2002. A final document will be presented to the State Library in February 2002.

**Libraries for the Future (LFF), a national non-profit organization, dedicated to championing the role of libraries in American Life and strengthening individual libraries and library systems was hired as a consultant to assist with this process. LFF was integrally involved in staffing the commission, writing, researching and editing this document.*

1. Taking Stock of the Present

Introduction

Arizona's hundreds of libraries, in communities throughout the state, constitute an invaluable educational, economic, and social infrastructure that has been built and supported over more than a century by individuals, government bodies, private groups, and foundations. This public utility provides residents, organizations, businesses, and schools with vital information and services. The future of Arizona's libraries is clearly a major public concern.

Although libraries are essential to modern life, their organization, funding, and programs are not always well known to the public. This section of the report will sketch the major contributions of libraries and describe the basic kinds of libraries.

Partners in Living

Libraries are much more than institutions or buildings. They are even more than books, magazines, and electronic resources. They are, above all, essential partners that accompany us on our journey through life.

Libraries, both the physical institutions and the services they provide, anticipate, accommodate, and support the needs of people of all ages, from all walks of life and in a variety of languages. In many instances, their services go beyond the four walls of the physical library: they connect people wherever they are—home, school, institution or office.

In the age of technology, we are bombarded daily with information. Libraries are one of the oldest and most reliable institutions where that information is available and can be mediated, and where beliefs, opinions, and attitudes can be discussed freely and safely.

The commission has identified some of the many ways in which Arizona's residents use the library through the stages of life. It calls this array of uses the ***Learning Continuum***.

Before birth:

- Expectant parents use the public library to learn about prenatal development, maternal health, birthing options, and what to expect during a child's infancy and preschool years. Some parents may check out books, videos, and magazines to help them name a child or decorate a nursery.
- Siblings borrow picture books to learn about new babies; parents use sex education books and videos to explain the facts of life.

Infancy and preschool:

- Parents use picture books to expand their knowledge of children's literature and to supplement their children's own books.
- Parents borrow and babies "chew over" board books and cloth books from the public library. Parents use child development guidelines to learn how to purchase books and toys appropriate to the attention span and interests of infants and preschoolers.
- Parents and infants attend "baby times" in the public library, designed to teach songs, games, and stories that will help parents interact with babies in ways contributing to brain and language development. Babies learn social skills by being with other babies, and mothers and fathers use the time to gain new ideas and support from each other.
- Toddlers learn social skills, stories, games, and songs by attending story times in library meeting rooms or picture book areas.

- Preschool children ages 3 to 5 learn group dynamics by participating in story times.
- Childcare and daycare providers borrow books and multimedia kits to supplement their teaching tools.
- Children in daycare settings learn about the library through visits from children's librarians; daycare providers bring children to libraries for tours or story times.

School age:

- Children and parents take library classes to learn about how to be safe on the Internet.
- K-12 students and their teachers use their school library and media centers to learn about information resources helpful with class assignments.
- K-12 students attend library orientation and special classes about identifying, using, and evaluating information in all media, including the Internet.
- K-12 students learn how to write and create media productions for school or broadcast.
- K-12 students get homework help at the public library through programs with tutors or mentors or assistance from youth services librarians.
- Middle and high school students learn employment skills by serving as volunteers, youth advocates, and paid employees at their public libraries.
- Home-schooled children and children attending charter schools use the local public library as their "school library," as do public school students when their school libraries are not open on evenings and weekends.

Postsecondary education and early adult years:

- Students enrolled in community college or university classes use academic libraries, "information commons," and specialized media and resource centers on campus, where they consult or borrow books or gain access to digital, print, or document resources, for research on classroom studies, assignments, papers, and productions.
- Students living in rural Arizona can receive their diploma through distance learning opportunities on public-access computers available at the library.
- Students and faculty engaged in distance learning gain access to online digital resources.
- Students use local public or specialized libraries for recreational reading and for access to information closer to home, when time constraints, work schedules, or travel costs make it difficult to use campus libraries.
- Students learn library and information research skills from librarians.
- Students and faculty use local, state, regional, national, and international library systems and networks to gain access to books, journal articles, or other information resources not available locally.
- Individuals who have not successfully achieved functional literacy or have not earned a high school diploma can participate in adult literacy classes and programs for the General Equivalency Diploma (GED) at their local library.

Working years:

- Adults borrow books and other media from public or academic libraries for leisure reading, self-improvement, or personal development.
- Adults skim library periodicals and newspapers in the library to make efficient use of "spare time," or to save money on personal subscriptions and limited home storage space.
- When medical issues arise, adults visit the public library or health sciences library to consult printed and Internet materials about treatment protocols and where to locate experts for consultation.
- Adults borrow recorded books to enhance time during commutes or longer trips. They listen to tapes of works by authors they might never read, and learn about topics that many say they would not otherwise examine, such as philosophy, poetry, or ancient literature.
- Job seekers use public-access computers and other resources to identify opportunities or educational programs or to write better resumes.
- Entrepreneurs and small-business owners visit the public library to do market research and develop business plans; some even "incubate" the new business with the library's computers and software until they can afford their own space and business tools.
- Executives and staff in corporate offices and production areas rely on their corporate library staff for support in documentation, research, and business improvement projects.
- Library cardholders, including small-business owners and home-based businesses, use telephone reference services to answer factual questions; use Internet services for remote access to databases, periodical indexes, abstracts, and full-text articles.
- Avid readers visit public libraries to borrow books in many formats (large type, recorded, paperback).
- Book clubs save money by borrowing copies of books from the public library.
- "Do-it-yourselfers" use library books, reference tools, and periodicals to learn how to do home improvement, vehicle repair, or gardening.
- Consumers use library materials and guides as sources of evaluation and comparison to make the right purchase.
- Individuals uncomfortable with computers, those who cannot afford a home computer, or those who do not know where to start learning about computers use library computers and classes to learn basic skills, word processing, and software.
- Immigrants learn how to become productive and informed members of their new communities through a variety of services that have given public libraries the nickname, "the people's university."
- Winter visitors and other travelers use the public library for Internet access and e-mail.
- Individuals who are blind or with limited vision keep in touch with the world by going to public libraries to sign up for postage-free, direct mailings of recorded books and magazines from the Library of Congress Service for Blind and Physically Handicapped Regional Library in Phoenix.
- Individuals with disabilities of all kinds learn to use library hardware and software that allows them to access information

in many formats and sources (print to voice, Braille to print, enlargement of online type, etc.).

- Inmates of jails and juvenile court detention centers, as well as state and federal prisons, improve literacy skills and support lifelong learning and self improvement through books and information from jail or correctional libraries (or the local public library).
- Inmates of jails and correctional institutions use legal information available through the institutional library in order to research and prepare legal appeals.
- Residents of mental health treatment facilities gain therapeutic and recreational opportunities from books and information available through the institutional library.
- Adults attend programs that are educate and entertain on a variety of topics.
- Genealogy researchers develop family trees and histories through online resources from public and academic libraries and the State Library.
- Writers, scholars, graphic artists, and musicians use university, community college, and public libraries to do the research they need for creative productions. They use library resources to make personal and cultural

connections that will expand the reach of their art and contribute to both professional and financial success.

- People visit the library to get information and understanding in the face of life-changing events and situations, such as marriage, divorce, the start of a new family, or aged parents.

Senior years:

- Lifelong learners and readers borrow and read books on all kinds of topics, including interests that have continued over a lifetime and new subjects that appeal to individual curiosity and help keep the mind active.

Did you know that in 2000...

- ✓ 54% of Arizonans had a library card
- ✓ Arizonans contributed 383,004 hours of volunteer time to their libraries
- ✓ total circulation was over 30 million (children's circulation was over 8 million)
- ✓ close to 1 million people attended library-sponsored programs
- ✓ over 750,000 children attended library-sponsored programs
- ✓ patrons made more than 950,000 online database searches
- ✓ 77% of libraries provided public Internet access*

**This figure represents data prior to the
Bill and Melinda Gates Foundation Public Library initiative
(Information gathered by the State Library, Archives and Public Records)*

- Readers with limited vision borrow large-type books and magazines, as well as recorded books and music, from public libraries.
- Public-library computer classes enable grandparents to learn how to send e-mail to grandchildren and other family members.
- Seniors with leisure time and interest attend public library programming on a variety of topics, including arts and humanities, current public issues, and travel.

- Retirees serve as volunteers in public library branches. Seniors serve as the mainstay of most library committees and

friends groups, where they learn skills such as online book auctioneering, marketing and membership programs, public speaking, and fundraising.

- People who are homebound or residents of nursing homes or other long-term-care facilities keep their minds sharp and their horizons open by reading books or participating in programs delivered by local public library staff and volunteers.

Public Libraries

Most Arizonans encounter the library in its neighborhood manifestation, the public library. Some 178 public libraries serve communities across Arizona. In many rural areas, the public library is one of only a few public resources. Public Libraries are partners in education—for our youngest children before they enter school, for students K-12 in after-school and weekend settings, and for adults seeking classes in English as a Second Language (ESL), the General Equivalency Diploma (GED), or workforce development. As the “people’s university,” the public library offers one of the community’s few free access points to education and information.

Public libraries in Arizona have been economic engines for local communities through their extraordinary collections, programs, staff support, and physical space, and by functioning as centers for employment and career opportunity.

Public libraries have reached a critical time in their institutional history. Library leaders in Arizona are not only dedicated to maintaining a rich tradition but are grappling with new trends, opportunities for learning, and approaches to exemplary librarianship.

Three developments are reshaping the public library landscape: 1) the public’s demand for access to new technologies and resources, 2) the increased need for resource sharing created by those new technologies, and 3) trends toward non-traditional

partnerships and interactive librarianship with other community resources.

The Spectrum of Libraries

The public library has a unique place in American life, but it is not alone in providing access to information and knowledge.

Arizonans also make great use of four other types of libraries:

- Tribal
- Academic
- School
- Special (government, law, medical, museum, institutional, and corporate)

Tribal Libraries

Most of Arizona’s 21 tribes operate a library, archive, or museum, each with unique challenges and opportunities. Tribes operate as sovereign nations with rich historical traditions and cultural institutions; many have archives and materials dating back several centuries. Tribal cultural leaders walk a delicate line by respecting and encouraging the uniqueness of their heritage in their collections and practices while also trying to embrace recent trends and best practices for the field. Major challenges include the need to build broad community and political support for their organizations, the need for ongoing capital and operating revenues, and finding new and varied ways to sustain their organizations.

National Leadership Grant

This recent grant has enabled Arizona’s tribes to work more closely with the State Library to preserve and promote their libraries, archives, and museums. SLAPR is the lead agency for a consortium of five western state libraries and museums that

received a National Leadership Grant from the federal Institute of Museum and Library Services (IMLS). The purpose of the grant is to increase library and curatorial services for tribes that are planning to operate a tribal library, archive, or museum. The three-year project, as implemented in Arizona, has significantly affected the tribes, SLAPR, and other organizations.

Through statewide conferences designed to initiate discussion for sustained communications and collaborative programming, SLAPR has increased its visibility and strengthened its outreach to rural tribal communities. SLAPR has received invitations from tribes to conduct site visits and provide technical assistance, including archival training and planning. Responding to needs articulated by tribes, SLAPR has developed a new grant program targeting tribal libraries. The grant has enabled SLAPR to increase its contacts with tribes within the state as well as tribal organizations such as the Inter Tribal Council of Arizona. Tribes are now represented on various commissions and boards of SLAPR, thus ensuring tribal visibility and contribution to the state agency. The grant has funded creation of a network of support for tribal librarians, archivists, and museum professionals. In the process, SLAPR has become aware of the many cultural projects tribes are undertaking, and has gained a better understanding of the issues central to tribal libraries, archives, and museums.

In addition to the National Leadership Grant, SLAPR has made a major investment of financial aid, continuing education, and collaboration, over the last few years, to assist tribal cultural institutions.

Public School Libraries

Arizona's school children rely heavily on their school libraries for reading materials, information literacy, and computer skills. In 1999, 1,384 of Arizona's 1,447 public schools (K-12) had libraries. This does not include charter, private, or Bureau of Indian Affairs (BIA) schools. However, the state of those libraries remains somewhat unclear. Major library and education trends indicate

that public school libraries are eroding. There is a lack of adequate staff; additionally, the limited commitment to buying materials is reducing the ability of school libraries to contribute to the curriculum.

While the State Librarian has no official jurisdiction over school libraries, which are overseen by the Arizona Department of Education, their health and vitality are critical to the success of library services in this state.

Published research demonstrates that a strong library media program helps students learn more and score higher on standardized achievement tests. According to a recent study, *Dick and Jane Go to the Head of the Class* (April 2000), a school library program with a full-time library media specialist, support staff, and computer network leads to higher student achievement, regardless of social and economic factors.

Texas Study Links Libraries to Test Scores

An independent study released in August 2001 by the Texas State Library showed that good school libraries lead to higher scores on the reading portion of the state's basic skills test. Here are some highlights:

- ✓ On average, 89.3% of students in schools with librarians passed the reading section of the Texas Academic Achievement Test (TAAS) compared with 78.4% in schools without librarians.
- ✓ The main predictors of performance on the TAAS were socioeconomic factors, but when those were accounted for, so-called library variables, such as collection size, explained 4.0% of performance at the elementary and middle-school levels and 8.2% at the high school level.

Certain library characteristics such as the level of collaboration between librarians and teachers and the amount of library resources had a greater influence on test scores than others.

The most serious deficiency is in public school library staffing. A change in the law several years ago allows certified teachers to receive a school library endorsement by passing a state proficiency exam and by having one year of classroom experience. School library professionals are concerned that the exam does not adequately identify which candidates are prepared for the profession.

State mandates do not require a school librarian hold a college degree or to have taken library or school library coursework. While the full M.A. is what the University of Arizona School of Information Resources and Library Science recommends for all of its students, it is not required by state standards in K-12 education. Most other types of libraries require, as a minimum, the accredited MLS before entry level professional hiring.

Ensuring adequate pay raises and incentive opportunities is imperative to this process. The school library community recently won a major victory when Arizona's Attorney General, Janet Napolitano, ruled that Proposition 301, voted on in 2000, applied to school librarians, making them eligible for pay increases similar to those of public school teachers.

Another area of concern is the growing number of charter schools. Arizona has more public charter schools than any other state in the nation. Only approximately 5% have school libraries or professional librarians on site or on staff. Almost all charter school students depend on the closest public library as their information resource center. Public libraries, charged with serving the entire community, are often overwhelmed by the academic needs these students bring to their facilities.

The commission and the State Library are fully committed to providing complete support and cooperation to the State Board of Education, the Superintendent of Public Instruction, and the Arizona Department of Education to promote, enhance, and spotlight public school libraries.

Academic Libraries

The commission's deliberations acknowledged that academic libraries have extended their services beyond those involved in higher education to include the Arizona community as a whole.

Arizona's university and community college libraries serve students, faculty, and staff by providing specialized material across a wide array of disciplines, in many tangible and electronic formats. They also provide a valuable service in the instruction and teaching of library users about research methodologies.

Arizona's academic libraries, though specifically developed to fill the needs of their institutions, provide public access to a variety of specialized collections that augment those in public libraries. Examples include: historical materials; local, state, federal, and international document collections; legal materials; and academic and scholarly periodicals. These collections support the interests of local and regional researchers, small businesses, and local governmental units. Additionally, academic libraries offer community access that supports the general interests and academic pursuits of children from public, private, and charter schools at all grade levels.

The changing nature of higher education has led many academic libraries to explore and create ways to serve students at a distance. These services include interlibrary loan, document delivery, e-mail and chat reference, web-based instruction, and IITV (Instructional Interactive) technology. The development and implementation of such services may soon enable a patron at any library to retrieve materials or information from almost anywhere, without having to travel to access materials.

The community colleges and their libraries play a unique role in Arizona's communities. First, community colleges bring affordable higher education *to* the people. Every county has a community college with full-service campuses or satellite campuses and service centers. Additionally, a variety of courses are available

from a distance, in many formats and modalities. The pervasive presence of higher education, extending from large metropolitan areas to the most remote rural and sparsely populated segments of the state, brings an array of library services that the institutions provide in support of their mission and instructional needs. Many community college libraries provide full services to non-student residents of their service area and are therefore considered another type of public library, but one with a more academic slant.

Second, comprehensive community colleges provide instruction and learning to residents in many discipline areas for personal growth and enrichment—in other words, recreation. The libraries provide a vast array of information in these “less academic” areas of emphasis, and develop rich collections in direct support of these instructional areas. The relatively new associate’s degree in Southwest studies at Mohave Community College, along with strong programs in pottery and ceramics, and the materials and services in support of these programs, are prime examples of the recreational role of community college libraries.

Several community college libraries have partnered with other libraries and institutions to create tremendous benefits to their students and patrons. Examples of successful partnerships include the Economic Development Information Centers (EDIC) initiative and the AzNET interlibrary loan coalition. Both of these efforts were initiated by the State Library and led to greater collaboration, communication, and resource sharing among participating libraries. Other local or regional collaborative projects have enabled libraries to achieve combined training and grant opportunities. Examples of these coalitions include East Valley Information Network, Maricopa County Library Council, Mohave Library Alliance, and Yuma Library Council.

The many successful partnerships demonstrate the great potential benefits of greater collaboration among libraries and other institutions. Collaboration benefits all libraries, whether academic,

public, school, or special. There are great potential advantages to be gained from partnerships between libraries as well as more “hybrid” service relationship among different types of libraries.

Special Libraries

Special libraries represent a broad spectrum, from small collections in religious worship centers to large holdings in corporate technical information centers. The most likely special libraries to affect general library users statewide are the government and law libraries, medical libraries, and museum libraries. In Arizona, many of these are part of AZNET, Arizona’s resource sharing network.

Government and Law Libraries

The State Library houses the complete federal document depository (regional collection) for the state, a collection that has been maintained since 1895 and is available for research and interlibrary loan to other libraries and library users. A network of 15 libraries, representing public, community college, and university institutions around the state, maintains more specific and current materials to meet the immediate needs of their Congressional district. Depository libraries cooperate to bring the most complete information to the library user through response to questions and through the information and links on their web pages. Librarians are available to assist with library service, including document delivery.

State agency publications are sources of important information about Arizona. The State Library is working closely with six partner libraries to test methods of distributing the publications. The partner libraries (Arizona State University, Northern Arizona University, University of Arizona, and Mesa, Phoenix, and Tucson-Pima Public Libraries) are testing a program for improved delivery of publications to library users through the installation of document delivery software at the partner libraries and at public libraries throughout the state.

Legal materials are another area of important but hard-to-locate information. There are several law libraries within the state that hold significant collections: Arizona State Library, Arizona State University College of Law, University of Arizona College of Law, Maricopa Law Library, and Pima County Law Library. Law libraries exist in many counties. There are small legal collections in some college and public libraries, with the State Library providing support through document delivery and limited reference assistance.

Medical Libraries

Medical librarians are collaborating to provide access to cutting-edge electronic medical knowledge. Under the leadership of the Arizona Health Sciences Library at the University of Arizona Health Sciences Center in Tucson, medical libraries in Arizona created the Arizona Health Information Network (AZHIN) in 1995 to facilitate acquisition of and access to electronic resources. AZHIN has grown to 32 members and provides access to a wide variety of Internet-based health and medical information (more information on AZHIN can be found at <http://www.azhin.org>) for the healthcare community across the state.

Two local medical library groups—Southern Arizona Biomedical Librarians (SABL) and Central Arizona Biomedical Librarians (CABL)—also support cooperation and networking among medical librarians in two parts of the state. Several medical libraries are involved in cooperative programs with other libraries in the state. For example, AZHIN provides electronic resources to the main libraries at the University of Arizona in Tucson and at Northern Arizona University in Flagstaff.

Museum Libraries

Arizona is fortunate to have a large number of museum libraries (approximately 20), which offer professional reference services to thousands of Arizona's residents and to researchers from around the world each year.

Museum libraries have traditionally developed and maintained collections that support the mission of their institution. Arizona's museum libraries provide access to unique materials that reflect the prehistory, history, contemporary life, art, and material culture of the people and places in our state and beyond. Their collections contain not only books, but original documents, maps, and photographs, and a plethora of specialized information and electronic resources.

Professionals, faculty, students, and scholars conducting specialized research often use museum libraries and archives. Specialized reference service provides users with enhanced access to rare and unique materials. Users can also obtain information about a museum's permanent artifact collections.

Although not all museums have publicly accessible libraries, most welcome the general public. Museum library professionals share information with the public about caring for personal collections of family documents and photographs; they also conduct workshops for other professionals and the general public who are interested in developing skills in areas such as oral history interviewing, historic preservation, and genealogy research.

Institutional Libraries

In Arizona, state agencies that serve adults and juveniles in correctional and treatment facilities provide limited library services for residents and staff. The Department of Corrections operates institutional libraries for adults at 12 state prisons, and school libraries at two juvenile correctional treatment centers. Local jails and juvenile court centers are served through the local public library or provide their own library and legal reference services.

Additional institutional libraries include the Department of Health Services library, which serves as the "keeper" and clearing house for public health information, and The Arizona State Schools for the Deaf and the Blind, which supports the curriculum and leisure reading needs of residents through a school library.

Corporate Libraries

While many corporations rely on academic or public library business services, a few maintain their own library to support the information, research, and knowledge-management needs of their executives and workers. Some corporate libraries have been able to prove their critical importance to the “bottom line” of business profitability.

2. Imagining the Future

Identifying the Vital Issues

The Statewide Library Development Commission consulted a variety of experts and documents to formulate suggestions about shaping the future of Arizona's libraries. It asked experts in fields such as public health and urban planning to sketch out the most important large-scale trends that might affect the future of the state's libraries. These reports identified the most prevalent external forces driving change, including:

- need for greater educational attainment
- changing demographics
- rapid urban growth and sprawl
- stresses on children and families
- need for greater access to healthcare
- increased need for access to new technologies

The commission also consulted strategic plans written by many of Arizona's libraries and library systems during the past three years. And it examined innovative library programs now in operation throughout the state.

From these various sources, the commission was able to identify the forces of change within our state while also gaining a sense of our strengths and opportunities.

Issues and Recommendations

The commission has identified the issues that libraries need to address, and identified responses for addressing them. Each key

issue is introduced using expert testimony and illustrated with excerpts from recent library planning documents ("Innovative planning") and profiles of one or more exemplary programs ("Exemplary program"). Recommendations for consideration by library leaders, advocates, and public policymakers wrap up the discussion of each major issue.

1. Public satisfaction

Commission members agreed on the need to emphasize service in the next phase of library development. Ultimately, the success of libraries in Arizona will rest on their ability to retain current customers, attract new customers, and provide top-notch, reliable service.

Library leaders across Arizona believe the most pressing issues facing libraries over the next five years are:

- ✓ Recruitment and retention of qualified staff
- ✓ Communicating the value of libraries to external audiences
- ✓ Maintaining and increasing technology budgets
- ✓ Maintaining and increasing operating funding
- ✓ Expanding services for non-traditional library audiences

(Survey conducted in summer 2001 by Libraries for the Future)

Innovative planning

Meeting the needs of the community has always been a priority in library planning. Staff must place a priority on excellent customer service and customer satisfaction in Sierra Vista. Gila County expresses its dedication to customer satisfaction as the reason to investigate an ideal organizational structure for the district. Increasing customer satisfaction in several specific areas of library service is the performance indicator in Phoenix

Public Library's plan. Mesa Public Library also expresses interest in customer satisfaction in terms of increasing the percentage of users who receive the information they want. Two of Prescott Public Library's operative values address customer satisfaction. One is "excellence," a value that has been earned and is expected by the community. The other is "service," a value that places the emphasis on customers.

Exemplary program

Yuma County is committed to providing excellent customer service. The libraries and all Yuma County departments have customer service surveys available. The surveys, an excellent way to receive feedback, have been used since 1997. While the seven libraries in the Yuma County Library District always have in-house surveys available for library users to complete, staff make an extra effort, for two months every year, to ask each library user to complete the form. In addition, because excellent customer service is important, library staff have an "overall quality of service" rating, taken from the survey totals, as the customer-services performance measure on their evaluations.

Questions include: Are we helpful? Were we professional and polite? Was it easy to use our services? How do you rate our computer catalog? The last and most important question asks the patron to rate the overall quality of service. All questions are rated from 1 to 4, and space is provided for additional customer feedback.

The surveys are read by the division manager, the Assistant Director, and the Director, and then tallied. Some patrons receive a call about a comment or suggestion. Staff work hard and it shows in the ratings: 99.5% of patrons listed their "overall satisfaction" as "good" or "excellent" in the 2000/01 totals.

In addition to the in-house surveys, the library district is included in the County-Wide Telephone Survey, done every year since 1997. Five hundred randomly chosen residents (a combination of English and Spanish speakers) are called and asked to answer questions about the Yuma County Library District. Questions include: How familiar are you with the services provided by the Library District? For the cost of services provided by the Library District, Yuma County spends about xx per household, of which xx is funded from local taxes. How would you rate the value of services provided by the library compared to the cost of those

services? In the 2000 survey, 86% of respondents rated the value of library services as "good" or "excellent."

The opinions of residents are important to the library district, Yuma County administration, and Yuma County Board of Supervisors.

Recommendations (Public satisfaction)

- ✓ Develop a vision for libraries from the user's perspective.
- ✓ Work with community members to determine library service needs.
- ✓ Identify residents who do not use the library and determine what services would entice them to become library users.
- ✓ Design library collections, programs, and services in response to community wants and needs.
- ✓ Offer statewide training programs to teach staff the art of customer satisfaction.
- ✓ Tie individual and department rewards and incentives to community satisfaction levels.

2. Access to information, resources, and services

While the public library must adopt new services, technologies, and partnerships, it must also strengthen its core—its collections of books, periodicals, databases, and other materials. It must always be able to provide certain basic materials, such as reference works and the classic works of the arts, letters, and sciences; but it must also be able to offer materials for literacy education, for nontraditional users, for users of all ages, and for a variety of daily needs such as health and wellness, personal finances, and consumer information.

It is increasingly important for people to have balanced information. Libraries are one of the most used public access points for consumer information. Whether patrons are using library resources through the Web, consulting print or other materials in a library, or attending library-sponsored programs, they need accurate and up-to-date information. Given the cost of purchasing enough materials to meet all these needs, libraries need to make even greater use of partnerships with other libraries and information providers.

The rising cost of online databases, publications, and traditional resources makes it increasingly important for library systems and organizations across Arizona to coordinate efforts, pool resources, and develop specialized services and collections that are available to the entire library community.

Innovative planning

While maintaining cutting-edge technology and services, libraries across Arizona are committed to making books and reading their first priority. One of Tucson-Pima Public Library's "strategic directions" is, *"Begin with books and reading. . . . the Library will foster a passion for reading, spark intellectual curiosity, and be a champion of literacy, education, and lifelong learning."* Phoenix Public Library will also nurture a lifelong passion for reading. Mesa Public Library declares that *"the public library is essential for nurturing the community cycle of reading, learning and understanding."*

An early conclusion from the Sierra Vista community survey was that *"traditional uses of the public library as an information resource and a source of popular reading materials are still strong despite the availability of other media such as video or the Internet."*

Scottsdale's plan expresses the commitment to books and up-to-date materials by stating that *"small businesses, students and the general public will have access to the information resources they*

need to support their business, education and informational goals. Scottsdale Public Library will provide relevant materials and programs to seniors/retirees and families with children to meet their information needs. Minority groups will have access to library resources that support cultural heritage.

Apache Junction devoted two of its six goals to adding reading and materials for adults, young adults, and especially preschoolers.

Exemplary program

The Scottsdale Public Library has developed model policies and procedures to manage its collections and acquire materials, and has also created a written selection philosophy. It has done so to ensure that its collections and materials will always meet the needs of the community. A collection policy statement assists in the planning, allocation, and management of library materials. It assists in systemically and rationally making appropriate and timely choices, both for acquiring materials and for disposing of them when they are no longer needed or appropriate.

The library maintains a collection of print and non-print materials which is adequate to support general interest, high school, and some undergraduate introductory courses and the beginning stages of independent study. The emphasis is on recent materials intended to meet the general "reading" interests of the lay person and student. The Library Director delegates responsibility for the selection of books and other materials to a Materials Selection Committee. Each member is a librarian, charged with overseeing one or more subject areas or special collections. A Collection Development Coordinator supervises overall development of the library's collection and serves as Chairman of the Materials Selection Committee. Other staff members and library patrons may suggest materials for consideration by the committee.

In selecting materials, such as a book, to meet the needs of the community, the Scottsdale Public Library attempts to find critical

reviews, which are the best source for evaluating an author's expertise on the subject and the content, style, format, and value of the book. A favorable review or recommendation from a recognized reviewing source or a librarian is necessary before fiction or material on a controversial subject is selected. Bestsellers and anticipated bestsellers or popular titles are purchased in multiple copies as estimated by popular demand and advance publicity. Books written to trade on sensationalism usually are not added. If a book appears on the bestseller list and there is a substantial patron demand, it may be selected without a favorable review. Materials on all sides of topical issues may be found in the library so that patrons can be fully informed.

Scottsdale Public Library subscribes to the American Library Association's Library Bill of Rights (www.ala.org/work/freedom/lbr.html) and Freedom to Read statement (www.ala.org/alaorg/oif/freeread.html), and therefore has a responsibility to protect the rights of mature and sophisticated readers. Patrons are welcome to offer suggestions or recommendations for additions to the Library's collection.

Recommendations (Access to information, resources, and services)

- ✓ Encourage "virtual" service that enables customers to access the library's resources without having to visit the building.
- ✓ Develop an infrastructure to assist libraries in dealing with rapidly changing resources and the transition from print to digital.
- ✓ Establish a cooperative collection development committee to include representation from museums and archives. Assign this group the responsibility for planning programs, coordinating special projects, and communicating with

organizations on collection development issues across Arizona.

- ✓ Fund continuing education events at least twice a year. Bring in specialists to discuss trends in collection development. Do hands-on training sessions for organizations on issues such as writing policies or conducting user-need surveys.
- ✓ Promote cooperative collection development among multi-type organizations. Offer county librarians funding for trainers.
- ✓ Create a "core" collection in special topical areas and help county librarians train people in its use.
- ✓ Market and continue to make available examples of well-written collection-development policies.
- ✓ Develop a team of individuals at the State Library who will spend time helping libraries assess their collections.
- ✓ Improve training of Economic Development Information Center (EDIC) librarians to increase the impact these collections have on the economic development of their communities.
- ✓ Improve training of library professionals in using and promoting subject-specific information (economic development and small business, consumer health, etc.).
- ✓ Support the creation and expansion of partnerships that enhance services through on-site health screenings, small business seminars, etc.

- ✓ Provide library professionals who specialize in specific subjects and online training for small business, consumer health, etc.
- ✓ Support and reward the continuation and expansion of cooperative collection development efforts and material and database purchases among libraries.
- ✓ Work to identify and serve nontraditional and underserved populations and areas. This includes ethnic groups and the homeless, illiterate, and institutionalized.
- ✓ Create a statewide network of library directors in order to facilitate the exchange of information, promote innovative responses to common problems, and develop cooperative activities among libraries in the state. The network should host face-to-face meetings at least several times per year as well as a statewide electronic link of library directors.
- ✓ Explore a statewide, 24-hour/7-day reference service in which selected libraries, working collaboratively with the State Library, would link libraries across the state and the Library of Congress's global Collaborative Digital Reference Service (CDRS).

3. Information technology

The network of library information technology systems represents the only complete technology grid in Arizona—making our state's libraries critical to our ability to provide information to residents

"Geography, demographics and differences in telecommunications availability provide the major obstacles to equity of access in Arizona. Lack of infrastructure and lack of technical staff hurt the rural areas"—Robert Shupe, Mohave County Community College

across the state. In addition to this connectivity, most of Arizona's

libraries are well equipped with hardware, software, and wiring to accommodate the public's need for electronic information. The commitment of federal dollars—both through Library Services and Technology Act (LSTA) grants and e-rate funding—has positioned Arizona's public libraries to receive enormous support for technology infrastructure from the Bill and Melinda Gates Foundation. Thus far, the Gates Foundation has awarded \$2,249,923 to Arizona's libraries and \$2,393,068 for the Native American Access to Technology Program in Navajo Nation Chapter Houses in Arizona, New Mexico, and Utah.

It is important to use this large and capable infrastructure to best advantage. Distance learning opportunities, access to online databases and statewide networks, and the use of video conferencing systems are all potential opportunities for individual library systems and the statewide library network.

At the same time, this infusion of technology has created planning opportunities. It is vital to sustain the large network systems, update computer hardware and software, and keep up with ever-changing technology.

Innovative planning

Technology is clearly uppermost in the minds of library leaders across the state. The library should *"level the playing field"* by making information technology accessible to all Phoenix residents. Chandler residents said, *"The library, itself, shows the value and possibilities of technology and makes such tools available to everyone."* More than two-thirds of the 3,000 survey respondents in the rural communities of Gila County reported that access to computers and the Internet was the primary role of the public library. The overwhelming majority of the informal comments suggest that the libraries of Gila County need more books and more Internet access. Apache Junction sees as one of its goals teaching the basics of word processing, e-mail, and Internet searching to members of the community who lack rudimentary computer knowledge.

Exemplary program

Mesa is one of the fastest growing cities in the country. New families flock there every day, many of them working in Phoenix or elsewhere in Maricopa County, to take advantage of the lower cost of living.

The Mesa Public Library works overtime to keep up with the growth and demand—to continue to serve traditional library users while developing innovative techniques to attract non-traditional patrons.

Through a grant from the Qwest Foundation, in partnership with Libraries for the Future, the City of Mesa is engaged in a two-year Community ACCESS project, designed to reach non-traditional library users through Spanish-based technology programming.

The library designated a Community ACCESS coordinator, who developed technology-based programs in Spanish. The courses address subjects such as searching the Internet, learning e-mail, word processing, and doing spreadsheets.

The Community ACCESS coordinator first focused on outreach by visiting grocery stores, churches, non-profits, schools, and neighborhood centers. She encouraged residents to become library users by developing a personal relationship and by emphasizing that the courses were free.

In just one year, the library has served nearly 1,000 new users, more than 60% of whom did not previously have a library card. For most of these patrons, their only access to the Internet and technology-based learning opportunities is at the City of Mesa.

Recommendations (Information technology)

- ✓ Ensure that EVERY library in Arizona has high-speed access to the Internet.

- ✓ Identify ways to support and sustain the technology investments made by the State Library through federal e-rate and LSTA programs and through the Bill and Melinda Gates Foundation.
- ✓ Pursue local monies for technology upgrades and replacements. State or federal funds should be made available for statewide interconnections and networking functions.
- ✓ Continue to develop and maintain easy-to-use websites to direct patrons to accurate and reliable information on the Internet; encourage libraries to link websites with other library sites.
- ✓ Partner with local and statewide government and industry to explore statewide technology infrastructure and support options, including videoconferencing and webcasting.
- ✓ Increase the number of electronic databases available to the public through libraries through State Library leadership.
- ✓ Develop cost sharing opportunities for the purchase of electronic database licenses.
- ✓ Encourage and support museum and library collaborations in order to ensure that all cultural institutions are equipped with necessary technologies and to avoid cost duplication.

4. Cultural diversity

Arizona is an increasingly diverse state with more than 600,000 immigrants (not including undocumented immigrants), most of whom are native Spanish speakers. There are 21 federally recognized Native American tribes in Arizona, and about 250,000 Native American people in urban Maricopa County. Major refugee groups include Bosnian, Cambodian, Cuban, Iraqi, Romanian,

Soviet, Somali, Sudanese, and Vietnamese. Upwards of 25% of the state's school children are members of immigrant families. For example, Elmhurst Elementary School in Maricopa County reports that its students speak 58 languages and represent 96 nationalities.

Libraries are often leading the charge when it comes to serving multicultural communities. It is important for library systems to fully embrace cultural understanding, which includes: knowledge, beliefs/values, assessment, comfort zones, space design, time, celebrations, staffing issues, language fluency, representation, training, special collections, and additional media.

Innovative planning

A library that offers cultural awareness service helps satisfy the desire of residents to understand their own cultural heritage and that of others. The Scottsdale library has set goals to provide in-depth collections of materials and resources in many formats and will offer programs and special displays that reflect the cultural heritage of populations in the library's service area. Tucson-Pima expresses this idea as a strategic direction to *"celebrate culture and the arts."* TPPL will celebrate its setting in the Southwest, and develop services and resources that explore the uniqueness of the region, with particular emphasis on the diversity of its residents and the cultures they embody.

Gila County says public library service is the cornerstone of freedom, and their libraries will preserve historical and cultural heritage. Apache Junction expresses it in one of their goals, *"Community residents will find artistic collections and special interest programs that will make them more culturally aware of their community's ethnic and geographic heritage."* The City of Mesa's goal is, *"Mesa residents will understand and value the history and heritage of Mesa and have easy access to current and historical city documents, published and unpublished books, periodicals, maps and other materials about Mesa."*

Exemplary program

The Colorado River Indian Tribe (CRIT) Library in Parker, the first tribal library in the United States, was founded in 1958. It has nearly 1,500 square feet of space, two staff members, and over 2,000 registered patrons. Its broad collection includes significant special holdings, such as the tribal archives, which can be used only with permission from the tribal council. The library is connected to the Internet and there are eight public access computers—five for adults and three for children. CRIT's collections emphasize local and Arizona history and feature a special historical collection about the Japanese internment camps located in Parker and the surrounding area during World War II.

The library has become a hub for community activity, including offering intersession programs for year-round schools in Parker and regular programming for local Head Start students. In addition, it provides special services to 15 home-schooled families. The library staff is committed to preserving the oral history and languages of local tribes. As an example, they have created bilingual coloring books and sponsored linguistic specialists to come to the reservation.

Recommendations (Cultural diversity)

- ✓ Provide a culturally sensitive environment for library staff and users and support opportunities for libraries to recruit and hire staff reflective of the community in which they work.
- ✓ Promote library programming that embraces the neighborhood's cultural heritage and flavor.
- ✓ Improve resources (language-specific books, videos, computers, etc.) and programming for immigrant families.
- ✓ Encourage and support professional education for minority library-school students through educational recruitment and retention and career placement.

- ✓ Promote networking between tribal libraries and among other Arizona libraries.
- ✓ Provide training in cultural sensitivity for staff and the community.
- ✓ Encourage and support museum and library collaborations in order to ensure that Arizona's history and cultures are represented adequately, accurately, and appropriately.

5. Library as community's focal point

Libraries can be ideal physical and psychological centers for spread-out communities such as those common in Arizona. The state enjoys enormous growth and "sprawl," which is often how people refer to growth if it is unwanted, unplanned, or out of control—all of the things a community dislikes about growth. The 2000 census counted over 4 million state residents; the population is projected to approach 10 million in 2040. This population is aging: while 20-39 year-olds are the highest percentage age group, seniors are expected soon to exceed them.

"We know that despite new technologies, place still matters. Libraries contribute to giving a sense of place to communities."
—Susan DeArmond, Private Citizen

Growth and sprawl indicators are more than just a discussion about demographics. The quality of life is in the forefront of these discussions. In a recent survey conducted by the *Arizona Republic*, 43% of respondents stated that they would move out of Arizona immediately if they could. The most common reasons given included: too many people, the climate, crime, traffic congestion, and pollution.

These statistics have major implications for Arizona's libraries, not only in the physical capacity to serve the influx of residents, but in their staffing, collections, and programming budgets. Strategic planning, resource sharing, and collaborative partnerships become even more important in this new age.

"Children do well when their families do well. Families do well when their neighborhoods do well. Neighborhoods do well when their community does well."—Carol Kamin, Executive Director, Children Action Alliance

Innovative planning

The physical place of the library is often the first impression residents will gain of the library system. Phoenix Public Library offers a strong and vibrant physical presence, by building and maintaining libraries that are integral to the life of the community. Prescott uses the term "ownership" to express the community's sense of its library and its community services. Sierra Vista's first goal is to keep the library as a focal point of the community, as an outstanding physical facility with up-to-date and plentiful resources. Chandler says the library should be a significant downtown attraction. Several communities expressed a clear need for new facilities, recognizing the importance of the place itself. Florence identified it as their number one goal. Apache Junction's vision statement describes an attractive, state-of-the-art facility as a way of enhancing community pride.

Exemplary program

Over the past decade, Maricopa County has faced enormous population growth, which has brought the county's population to 3 million. While most of the residents are served through city libraries, including Phoenix, Scottsdale, Glendale, Tempe, Chandler, and Mesa, the Maricopa County Library District (MCLD) is responsible for serving the unincorporated areas and some cities that do not maintain an independent library system. MCLD serves some residents directly and others through cooperative borrowing agreements. The library's current budget of \$11 million

will need to grow rapidly to meet the needs projected for the year 2020, when it is expected to have four regional libraries and 20 branch libraries.

MCLD has dealt with this growth in three distinct ways. First, it partners with smaller communities to provide library services. For example, in El Mirage, west of Phoenix between Surprise and Sun City, the city pays for the building and maintenance of the physical infrastructure while MCLD is responsible for staffing, collections, technology, and program development. Second, it has reciprocal borrowing agreements with the Phoenix Public Library and all but two other Maricopa County metropolitan cities. This enables the patron to check out materials at any library, regardless of whose jurisdiction that particular public library is under. Finally, it provides direct service to rural communities through the physical infrastructure and the programs, collections, and support staff of the MCLD.

A visitor will find that the branches serve as hubs of community activities—far beyond the traditional role of the library.

Recommendations (Library as community's focal point)

- ✓ Ensure that library leaders are integral to discussions when planning new and growing communities.
- ✓ Develop a cadre of experts to help ensure that new library buildings are well designed to increase usage, reduce inefficiencies, and promote community collaboration.
- ✓ Improve local advocacy for libraries through better training for friends groups and local library activists and supporters.
- ✓ Expand funding opportunities to build new libraries through partnerships with local foundations, corporations, and governmental agencies (for example, Arizona

Community Foundation and Greater Arizona Development Authority).

- ✓ Seek new state and federal resources for the funding of rural and tribal libraries.
- ✓ Ensure that planned and developing communities are provided with the state, local, and private resources (impact fees) to pay for the creation and expansion of adequate library facilities.
- ✓ Provide relevant and informative programming that adds value for individuals in order to build local support for the library.
- ✓ Coordinate efforts across the state to market and promote the value and role of libraries in counties, cities, communities, and neighborhoods.

6. Families and libraries

The public library is one of the few public institutions that has programs, services, and educational and cultural opportunities available *free* for an entire family. In many instances the public

Educational Deficits of Arizona's Children

- ✓ 1 out of every 7 teens is a high school dropout
- ✓ 47% of 4th graders score below the basic reading level
- ✓ 43% of 4th graders score below the basic math level

Source: 2001 Kids Count—Annie E. Casey Foundation

library is the first and most frequently available educational institution for our youngest residents as they enter the world of reading and learning. And the public library is often a community's "school" on evenings, weekends, and in the summer

when many schools are closed. Libraries across Arizona are serving as cornerstone educational facilities for entire communities. From offering GED classes to technology courses, and from ESL to citizenship classes, they have long since embraced the notion that everyone deserves free basic educational opportunities.

Despite a booming economy and unprecedented growth, Arizona's child poverty rates have risen, and children and families are worse off than their counterparts in other states. Because Arizona is a right-to-work state, and because of the enormous service industry, many of Arizona's employment opportunities are low wage. The median income in Arizona is \$34,000 while the national average is \$44,000. The number of school-age children in Arizona grew 33.5% between 1990 and 2000. In 1998, Arizona's per pupil expenditures were 47th lowest in the nation.

Although the charter school movement is hardly unique to Arizona, the state has one of the nation's highest per capita rates of charter and home schools. It is estimated that there are approximately 400 charter schools in Arizona. This recent phenomenon has a profound impact on public libraries across the state, as most charter schools are not built with libraries. In addition, students schooled at home rely heavily on the public library to supplement their curriculum. A national study by Home Education found that 53% of home-schooled children visit the library at least once or twice a month.

The time children spend in public and private school settings represents only 20% of their day. Many of Arizona's

public libraries find themselves needing to respond to portions of the 80% of time that children are not in school. Often our young people lack supervision or group activities in the non-school hours. Approximately 94,100 Arizona children may be home alone for some time during the week.

Research indicates that children growing up poor are more likely to need additional support services because of increased teen pregnancy, high dropout rates, and lack of health insurance. Arizona's child poverty rate is approximately 24% while the national rate is 20%.

Libraries have a key role to play in ensuring that our children are growing up in the safest and healthiest environments. Many libraries across the state have begun to focus on children's and youth services and offering a safe haven for children.

**There are 1,253,000 children in Arizona.
During one year:**

370,000 have no health care coverage (1 in 4 kids)

296,000 live in poverty (1 in 5 kids)

32,000 teens drop out of school (170 each school day)

33,000 families are reported for suspected child abuse and neglect (90 each day)

7,100 children live in foster care

3,400 babies are born to teen mothers (9 each day)

1,900 youth are arrested for violent crimes (5 each day)

Source: Children's Action Alliance—an Arizona based, statewide child advocacy organization (2000).

Innovative planning

It is clear that libraries across Arizona are committed to serving children and families. Chandler summarized it best: *"Chandler has traditionally been attractive to families because of its small-town feeling and rural history. At the same time, public libraries have had a tradition of service to children. In today's hectic times for families, the library can provide its beloved programs and create new ways to support and service families. In addition, new parents often rediscover the value of libraries when they begin to bring young children to such programs as story times. A family-friendly library supports the library as a gathering place."*

Tucson-Pima Public Library will "*put children and youth first*" and "*promote strong neighborhoods.*" Libraries serve as community meeting places. Florence's fifth goal is expanding the young adult and toddler programs. Children and their families and other emerging readers will find their reading efforts nurtured and sustained at Phoenix Public Library. Mesa Public Library will help children develop a love of reading and learning to prepare them to enter school with the skills they need to succeed. All library locations will have space allocated for parents and children to interact with library materials and services together.

Exemplary projects

Chandler Public Library:

The Chandler Public Library's mission is to serve as the educational and cultural center for the community and promote the development and appreciation of reading and learning. The library has embraced its role as a partner in education, both for traditional students and for a growing number of adult learners. The library has served thousands of East Valley residents through its many educational curricula, some of them online, and the national program Reading Is Fundamental.

For the last eight years, Chandler Public Library's City of Readers Education (CORE) programs have offered adult education opportunities to the residents of Chandler and the surrounding communities of Queen Creek, Gilbert, Tempe, Mesa, and the Gila River Indian community. The project targets residents 16 years of age and up who lack a high school or equivalency diploma, and immigrants who want to develop their proficiency in speaking, reading, and writing English or want to become U.S. citizens. CORE also addresses the language and literacy needs of residents who live in public and Section 8 housing, and parents of children who attend Head Start or Chapter 1 schools, as well as residents of the downtown Chandler Redevelopment Area. Since the establishment of the CORE programs in 1992, there has been a

dramatic increase in enrollment. In school year 1999-2000, over 960 persons were enrolled, and 92 earned their high school equivalency diplomas.

The program offers services in many formats in order to accommodate varied learning styles:

- ✓ Adult Basic Education
- ✓ English as a Second Language
- ✓ Citizenship classes
- ✓ One-on-one tutoring
- ✓ Reading Is Fundamental story times and book distributions
- ✓ GED preparation classes
- ✓ Computer assisted education
- ✓ Arizona Department of Education GED testing site
- ✓ Workplace literacy programs
- ✓ Homework assistance centers

Phoenix Public Library:

Several years ago, the Phoenix Public Library decided to increase services to teens and transform the library into a place where young people would want to come and "hang out." They wanted to overcome the record of missed opportunities established by many urban library systems, which had not fully served young people. They wanted to give young people a sense of belonging and of doing meaningful work in the community.

In only a few years, the library has had impressive success in its teen programming. In addition to hiring staff to work with teens, it has trained staff to work with teens, listen to their needs, and understand their issues.

Five branches have teen councils, and each council creates its own formal bylaws and structure. Teens are designing their own websites, developing logos, and speaking at budget and library funding hearings. The councils have attracted members from

many backgrounds, including homeless and runaway teens and teen mothers. One of them said, "The library is one of the few places I feel comfortable."

Last year, a room that was originally slated as a music room in the Burton Barr Central Library was turned into Teen Central, a 4,000-square-foot space dedicated to teens. Teen Central was a teen-driven project from beginning to end. Library staff used radio, TV, and newspaper announcements to publicize the project. School principals received a letter inviting their students to join the process, including working with the architect who was designing the space.

Fifty kids showed up for the first design session, and by the end of the process 75 were participating regularly. They created floor plans and drawings, and were given disposable cameras to take pictures of buildings, spaces, and furniture they found appealing. Teens assisted in building the collection—books, music, magazines, and videos—and they arrived to uncrate and set up the new furniture.

Equally important to the space was the process the kids went through. They learned about the democratic process, group work, and creating a product of which they all can be proud. They learned how to make decisions together and how to deal with implementation issues as the project entered its final stages.

Not only have more teens started coming to the library, but they have been bringing their younger brothers and sisters and extended family. By all measures, Teen Central has been an enormous success. Since it opened in April 2001, the space is averaging over 300 teen visitors each day.

Recommendations (Families and libraries)

- ✓ Expand continuing education opportunities to address the special opportunities (or challenges) of providing library services to teens.

- ✓ Enhance after-school programs for K-12 students in libraries and museums.
- ✓ Increase opportunities for youth and family activities in libraries and museums.
- ✓ Increase collaboration with schools for opportunities to improve student success (homework help, tutoring, etc.).
- ✓ Increase opportunities for museum/library/school partnerships.
- ✓ Work with youth and family support agencies to increase the number of youth and families using the library and to develop programming that is relevant and meaningful.
- ✓ Ensure that youth and families have access to information, that computers in libraries meet their needs, and that the appropriate training opportunities exist for this equipment.
- ✓ Provide a safe and family-friendly physical environment that makes families and youth feel welcome and comfortable in the library.
- ✓ Design programming and resources to help teens overcome the many risk factors they face growing up in Arizona.
- ✓ Place a high value on teen participation and engagement by providing opportunities for teens to help prepare, develop, and plan programs and services.
- ✓ Acknowledge a valuable asset to the library by investing as many resources of space, programming, and collections for children and teens as for adults.

- ✓ Promote literacy throughout the state for families and teens.

7. *The New Economy*

Arizona's policymakers have spent considerable time over the past several years engaging local communities around issues of the New Economy, economic development, and technology, all of which are deeply interrelated. In the New Economy, which is an economic transformation based on technology, the bases for competitive advantage will be knowledge, quality, speed, flexibility, and networks. The implications for Arizona are enormous. There will be increased competition for businesses, high-wage jobs, and workers. It is imperative that Arizona creates the infrastructure required to support the New Economy, including nurturing idea generation and entrepreneurial activity.

In response to these issues, Governor Jane Dee Hull formed the Arizona Partnership for the New Economy (APNE) in early 2000 (for a full library response, see Appendix B). The Governor's mandate to APNE was to:

- Perform a baseline analysis of where Arizona stands compared to other states
- Identify our strengths and weaknesses
- Make recommendations on how to proceed
- Make sure that all Arizonans can participate

"Libraries have a major role to play in supporting residents as they become knowledge workers."—Agnes Griffen, Tucson-Pima Public Library

The APNE process took more than a year to complete and engaged 3000 people from across the state. The initiatives

address critical "foundations" or economic building blocks that support and enable all business activity, especially economic and technology clusters. The following, which is the policy agenda for the New Economy, can be very instructive to information service providers throughout the next decade:

- Build and support education at a world-class level
- Ensure that students have the right technology tools and know-how
- Make sure every child is ready to start school and stays in school
- Provide flexible ways for adults to pursue lifelong education
- Provide and protect key quality-of-life attributes
- Provide infrastructure for the New Economy
- Build intellectual capacity
- Build mechanisms to transfer knowledge

As compelling as the work that APNE completed is the most recent report from the Morrison Institute for Public Policy, "Five Shoes Waiting to Drop." The report is meant to provoke debate and inform policymaking on issues that include leadership, education, taxation, and state identity. It identifies five major challenges that will fall on Arizona's future:

- A talent shake-up
- The Latino education dilemma
- A fuzzy economic identity
- Lost stewardship
- The revenue sieve

Whether or not Arizona will be able flow with economic downturns and upswings and be a leader rests heavily on the investments made in our collective infrastructure—including in libraries.

Libraries are in a unique position to place themselves, their resources, and their information and knowledge access and systems square in the middle of the debate. Library leaders must engage in these discussions, promote the value of libraries, and secure the resources to capitalize on the highest quality staff, resources, and programs.

***"The first 100 years of our country's history were about who could build the biggest, most efficient farm. The second 100 years were about the race to build efficient factories. The third 100 years are about ideas."*—Seth Gordon, "Fast Company," August 2000**

Innovative planning

Libraries must continuously reiterate their value in the context of the New Economy. Economic development will be supported as the Tucson-Pima Public Library provides resources and information to entrepreneurs and the business community. Phoenix Public Library will partner in the economic vitality of the city, supporting the information needs of the business community and working to create a highly skilled, literate workforce. Chandler Public Library's introduction acknowledges the New Economy and recognizes it as a challenge for the 21st-century library. Mesa Public Library expects that by 2003-04 at least 90% of the residents who use the library to access business information will say that information they found met their needs.

Exemplary program

In 1992, Glendale Public Library received a \$24,000 federal LSCA (Library Services and Construction Act) grant to become one of Arizona's Economic Development Information Centers (see Appendix C for a complete report on EDIC). The center quickly became a hub for economic development and small-business activity in Glendale.

This began the library's ongoing commitment to small-business development and economic support services. At first, the library bought additional, specialized collections and supplies related to business startups and entrepreneurship; however, many of the resources were not well used.

Staff decided that the missing piece to the equation was specialized outreach services. Diane Nevill, who was responsible for developing the library's economic development programming,

was hired, and her philosophy of using the expertise that existed in the community was the beginning of an extraordinary success story.

***"The New Economy Report suggests that knowledge is wealth. Libraries are key to the development of knowledge."*—
Mary Johnson, Scottsdale Public Library**

The library holds events at which experts discuss important topics such as intellectual property rights or financial planning, and hosts a procurement fair that is the second largest in the state. The library has also formed a Women's Business Networking Group, which meets monthly, and has hosted tax information sessions for the Arizona Department of Revenue.

The Glendale Public Library is recognized by the Arizona Department of Commerce as a small business center, and in 1997 Diane Nevill received the Arizona Women in Business Advocate of the Year Award from the federal Small Business Administration.

Recommendations (The New Economy)

- ✓ Ensure that every library has the technological capability to support New Economy business and economic needs.
- ✓ Create a statewide strategy to officially measure and document the economic value of libraries in Arizona.
- ✓ Promote opportunities for library users to gain skills in searching digital resources.
- ✓ Promote the public library as a "bridge to the digital divide" in virtually every community in Arizona.
- ✓ Assist business and government in assessing their readiness for the New Economy and establishing benchmarks of progress.

- ✓ Ensure that all libraries can provide up-to-date, accurate business and economic information.
- ✓ Use library services as a link for innovations of the New Economy with the building of an improved knowledge base and skill level for all Arizonans.
- ✓ Develop cost-sharing models for acquiring expensive online databases.
- ✓ Strengthen and expand EDIC.
- ✓ Market EDIC statewide to the business community.
- ✓ Provide continuing education for EDIC librarians.
- ✓ Promote the hiring of librarians who have expertise in providing information for small businesses, economic development, and entrepreneurs.

8. Strategic partnerships

Librarians across the state have found that in order to build local support, increase usage, and supply the most current and relevant materials and programs, they must look beyond the walls of their own institutions to develop strategic alliances.

Alliances have taken many shapes, and community-based librarianship—that is, serving the community through needs and assets assessments, outreach, coalition building, and public awareness—has reached audiences and created alliances that have not previously been considered.

Partnerships reach to the very core of the success of a public library and have been formed at all levels. From the children's librarian who is developing innovative programming for infants and toddlers and is partnering with the local Healthy Families

program, to the adult services librarian who looks to local non-profit agencies to assist with GED and ESL classes; from a library director who has partnered with a local corporation for financial support, to a library friends support group that has found individuals to volunteer—partnerships are essential.

Strategic alliances have enabled the state to find more than \$7 million in non-governmental support for library services, materials, and staffing.

Innovative planning

In an age of limited resources and many alternatives, it is not enough for libraries to engage in quality programming. They must also realize that to truly serve their constituencies, strategic alliances with other organizations are key.

"Engaging in and nurturing joint ventures with a variety of public and private partners who share mutual goals will expand and revitalize the reach of the Tucson-Pima Public Library." Prescott identifies partnerships as an operative value, "one that has proven successful in the past and that will allow the library to continue to be distinguished as well as successful in serving the community." Sierra Vista will continue partnering "to enhance library service." Chandler expects to seek new

"We spend too much time talking to the choir. Partnerships are key and we need to partner with groups that are not like us."—Judy Register, City of Scottsdale

partnerships to accomplish goals and improve services and operations. One of Gila County's five goals uses almost the same words. Scottsdale's plan mentions specific potential community partners.

Exemplary project

The University of Arizona Health Sciences Library and the Tucson-Pima Public Library have developed a collaborative effort to

provide accurate, relevant, and easy-to-use consumer health information through their CHILE project.

CHILE, which is funded by the National Library of Medicine and can be accessed on the Internet through www.chilehealth.org, is an online community health information center. Members of the public can log on to the website and find resources, reference material, referral links, and research on a huge variety of the most commonly asked health questions. The initiative also includes an extensive program in which staff at the University of Arizona Health Sciences Library train public library reference librarians about assisting patrons with consumer health information. In order to publicize CHILE and its availability to the public, the library mailed 8,000 letters and bookmarks to physicians in Tucson. The letter was an offer to assist them in serving their patients.

CHILE has been so widely used and successful that the collaborators are trying to do more direct outreach to health clinics and community health facilities across southern Arizona. They are also developing an extensive print and media collection at the main library of the Tucson-Pima Public Library to support the online services.

Recommendations (Strategic partnerships)

- ✓ Encourage libraries to work together through the establishment of statewide monetary incentive programs; for example, the Net Lending Payment program.
- ✓ Create efficient mechanisms for sharing collections and resources among library systems and with local business and industry, community-based organizations, and schools.
- ✓ Offer library professionals training about the art of collaboration with cultural institutions as well as business and industry, community-based organizations, and schools.

- ✓ Create a library/museum/archive referral network to establish an institutional commitment to meeting all information needs.
- ✓ Develop infrastructure to research and implement a statewide library card system so that any individual experiences a seamless network of information access.

9. Funding and support

Funding and support is a recurring theme for library leaders, advocates, and policymakers. Library directors often describe it as their top priority. The ability to maintain and increase local, state, national, and private funding is the linchpin for success, but it requires skilled and masterful leadership.

Arizona's libraries usually rank near the bottom of most national funding indicators. While the national average of per capita support for public libraries is \$24.80, Arizona's is \$21.40. In 2000, the national average funding for state grants in aid was \$13.8 million, while Arizona's is only \$650,000.

Library leaders and advocates recognize that in order to improve these statistics, library systems must join in communicating the value of public libraries to audiences across Arizona. They must recruit library advocates through the formation and expansion of friends groups and library foundation boards, and by transforming library patrons from passive users to active supporters.

Public libraries in Arizona are most heavily supported through local city and county budgets. Therefore, in addition to marketing and communications efforts, comprehensive local advocacy strategies are often implemented to build support. These efforts can include developing ongoing relationships with legislators, advocating for bond money, initiating capital campaigns, and designing programs to teach library advocates how to be effective lobbyists.

Innovative planning

Many libraries have acknowledged through their strategic plans that building public awareness for their libraries is the most important way to ensure their continued success throughout the next decade.

"Libraries have to create and shape public awareness." Tucson-Pima Public Library sees marketing as a method of moving forward strategically. Florence identifies as one of its goals to *"provide outreach to the school—both faculty and students."* Phoenix Public Library sets the following major goal for itself: *"The people of Phoenix will know about all Library resources, programs and services."*

Exemplary program

The town of Payson, just a couple hours north of Scottsdale, is one of the state's best kept secrets. The Payson Public Library has a service population whose recent growth, to more than 12,000, has outgrown the library's 2,000-square-foot facility. What follows is the account from Library Director Terry Morris:

Payson Public Library, thanks to the driving force of the Library Friends of Payson, is about to move into the fairytale world called "Brand New Library." Only a handful of people in the library field ever get to experience the once-in-a-lifetime thrill of being on the ground floor—start to finish—of a new building. The "agony of defeat," a failed bond issue in 1997, is where this Cinderella story begins. When the Payson Town Council gave the Library Friends direction to go find the funding to build a new library after the bond issue failed, the Friends took them at their word. Without looking back, this determined handful of loyal library lovers set out to raise \$2 million for a new building.

How did they go about such a monumental task?

- ✓ They developed a plan.
- ✓ They formed committees:

- The fundraising committee held book sales and special events such as chef's appetizers and chili suppers, and made direct appeals to local banks and civic organizations.
 - The grant-writing committee scoured the countryside for grants that matched the library's building needs. They were realistic in their expectations and knew that for every 10 grants they wrote, they could expect to receive one.
 - The advertising committee put the building project constantly in the newspaper and on radio and television. The whole community knew that the library was hunting for money and partners. They also shared their successes with local residents.
- ✓ They created partnerships with other organizations to cast the fundraising net as broadly as possible.
 - ✓ They formed a speaker's bureau, which contacted all local civic organizations to book speakers about the project. Their goal was to make the campaign as important to each group as it was to the Library Friends.
 - ✓ Finally, they persevered until they reached their goal.

Once the Friends had raised a sizable amount of money (over \$100,000), the powers that be suddenly realized that they just might pull it off. One by one, they joined the cause. In 1999, a new town council deemed the library project a worthy one. A new proposal was made: the town of Payson would construct the building and the Library Friends would be responsible for furnishing the interior. The Friends needed \$250,000 for their portion of the project.

"Foot by foot" was their motto: \$100 would fund one square foot of interior furnishings. From \$1.00 to \$100, everyone in the town pitched in to help. Four years and \$500,000 later, they are within weeks of moving into the new building, a state-of-the-art-facility.

Recommendations (Funding and support)

- ✓ Collect and maintain statewide statistical data that will enable libraries to benchmark their funding and support status with other comparable local library systems, and provide training in how to accomplish this.
- ✓ Encourage and support the development of local library friends and foundation boards through training, technical support, and mentoring.
- ✓ Increase state funding from \$.12 per capita to \$1.00 per capita within the next five years.
- ✓ Create a \$1.5 million cultural heritage program using museums and libraries to attract tourists and visitors.
- ✓ Identify trends in demographics and lifestyles, determine priority needs of users, and make changes in services.
- ✓ Develop cost-effective, coordinated public relations strategies with targeted campaigns to increase public awareness and use of the library.
- ✓ Develop a statewide library advocacy toolkit that local library systems can adapt and use.
- ✓ Develop a training program/package to help library directors and staff design and justifying budget requests for staffing, books and other materials, technology, etc.
- ✓ Develop a uniform electronic data collection system for all types of libraries that will provide outcome-based data comparable locally, statewide, and nationally.

- ✓ Increase funding and support for school libraries statewide to \$15.00 per student per library (national average is \$14.24).
- ✓ Require that all publicly funded schools include a library (could possibly be a joint-use facility with city or county governments).
- ✓ Work to increase funding that will enable academic libraries to maintain their book and periodical collections, expand access to electronic databases, and support distance education initiatives.

10. Recruiting and retaining qualified staff

The ability to recruit and keep good staff is the glue of success for any library or library system. Many library leaders throughout the state, when surveyed, identified the ability to attract new talent, keep the talent they have, and provide adequate professional development opportunities for staff as one of the most important issues facing libraries. Difficulties in finding and keeping good staff can be considered a crisis of growing proportions.

"Our most important investment continues to be in people."—David Gunckel, Sierra Vista Public Library

The need to find and keep qualified staff begins with being able to attract new

individuals to the field and provide adequate training to those interested in becoming professional librarians. Arizona has one professionally accredited training program, the School of Information Resources and Library Science (SIRLS) at the University of Arizona. SIRLS is the only graduate education program in the Southwest region. For students who do not seek the master's degree in library science (MLS), which is the standard terminal degree for professionals, there are very few formal educational opportunities in Arizona. Yet, many rural libraries in

the state cannot afford to hire MLS staff and rely instead on paraprofessionals, many of whom would benefit from training opportunities.

Library staff must be highly educated and trained, competitively compensated, and provided with adequate opportunities for continuing education. Arizona's library leaders must develop strategies for continuing professional learning for those who work in public and school libraries. Opportunities might include certificate programs, accreditation opportunities, and associate's degrees.

As the state of Arizona becomes more diverse, so too must the library staff. As the library community focuses on recruiting and retaining qualified individuals, those same individuals must also represent the diverse populations that are growing in Arizona. There are several efforts underway to ensure this diversity, including the Knowledge River at SIRLS, which is featured later in this document. This and similar efforts are imperative to the success of any individual library system.

Exemplary program

To walk into the main branch of the Flagstaff City/Coconino County Public library in downtown Flagstaff is to sense a commitment to valuing the role of all levels of staff, promoting from within, and giving individuals the opportunity to gain new skills and explore new ideas.

The library system has more than 60 employees yet experiences less than 6% turnover annually, most of it from promotion within the city and retirement. The average length of employment is well over ten years.

Continuing education opportunities are crucial to the library's ability to hire and retain qualified staff. The Flagstaff Human Resources Department gives staff the opportunity to attend free workshops and courses, many of which are taught by Northern

Arizona University faculty. In addition, staff are often granted release time and schedule modifications in order to complete the bachelor's or master's degree in library science and information resource management. The city provides close to \$1,000 per employee to assist with education-related expenses.

Flagstaff City/Coconino County Public Library is a true learning organization. In both spirit and practice, it embraces the idea that people will excel in what they are good at and should be given learning and growth opportunities. While it would be easy to get bogged down in traditional government bureaucracy, this library is anything but stifling. Projects are managed and directed by cross-functional teams.

Many library staff start out as volunteers, then become paid employees. Kay Whittaker, the Director of the Library, is a perfect example. She began in 1975 as a volunteer and soon chose to make her career in library science. For the past 25 years, she has worked her way through the system and in 1997 became the director for the city and the county.

The library is vigilant about maintaining equitable and competitive salaries in order to keep turnover rates to a minimum. The current average starting salary is \$34,000. While prospective staff might be able to find a higher starting salary in Maricopa County or elsewhere in Arizona, many will stay in Flagstaff because of the quality of life and the work environment at the Flagstaff City/Coconino County public library.

Recommendations (Recruiting and retaining qualified staff)

- ✓ Give staff the opportunity to participate in continuing education.

- ✓ Collaborate with Arizona's three universities and community college system to recruit and educate a diverse professional and paraprofessional library workforce.
- ✓ Develop statewide standards for professional and paraprofessional staff for continuing education opportunities at all types of libraries.
- ✓ Suggest minimum salary levels for professional and paraprofessional library staff.
- ✓ Establish standards for all publicly funded schools to staff each school library with professional school librarians who hold both classroom teacher certification and at least an 18-graduate-unit-endorsement of school library coursework.
- ✓ Recommend that all school librarians have teaching certification and at least one year of classroom experience.
- ✓ Recommend that all school librarians earn 15 graduate units in library science or education with an emphasis on school librarianship, or earn the MLS within seven years from hire as a school librarian. This endorsement should be upgraded to at least 18 graduate hours of school library coursework and preferably a master's degree with an emphasis in school librarianship.
- ✓ Suggest that the Arizona Department of Education (ADOE) and specifically the Superintendent of Public Instruction reinstate staff positions at ADOE responsible for the oversight and strategic organization of public school libraries.

3. State Leadership and Education Opportunities

Libraries in Arizona, and across the country, are benefiting from strong leadership from state agencies, supportive county or municipal systems, and expanded resource sharing through state networks, electronic communications, and cross-community partnerships. Many also benefit from federal funding allocated through SLAPR, such as LSTA grants, which enables participation in statewide or special projects that build the capacity to serve Arizonans more effectively.

The Role of the State Library

The State Library develops statewide strategic plans, usually for five-year spans; works closely with the legislature; and decides on the use of certain federal grants. It assists libraries in writing applications to participate in the e-rate, which the federal government established in 1996 as a way of subsidizing electronic information access for schools, libraries, and other public institutions. Finally, it provides consulting services for small libraries and other advisory or collection-related services.

SLAPR has been an important convener, advocate, collaborator, and disseminator. A series of annual convocations have started the networking necessary for significant collaboration in the library, archive, and museum communities.

Noteworthy is the significant increase in state grants in aid—the money that the state contributes to library budgets. The state's grants-in-aid have nearly doubled, from just over \$350,000 in 1998 to a new annual appropriation of \$650,000. In addition, the State Library has been very effective in raising outside funding for itself and libraries across Arizona. The

total raised since 1997 is over \$11 million, including the Bill and Melinda Gates Foundation investment of over \$5 million and the federal e-rate contribution of \$2.5 million.

In the summer of 2001, a survey was developed and distributed to members of the Statewide Library Development Commission and county librarians across the state. The purpose of the survey was to determine SLAPR's most valuable roles in library development and advocacy and to provide a guidepost for determining future strategic directions.

More than 90% of respondents believe that SLAPR has a very important role in the following areas:

- ✓ Advocating for libraries, both in Arizona and nationally
- ✓ Representing the library community to external audiences (education, technology, and economic development communities)
- ✓ Disseminating public policy information to library leaders
- ✓ Providing professional development and consulting services for library systems

"It is essential that our institutions are players, in the social, educational, political and cultural senses of the word. And that we translate what we do and what we could do in terms that are understandable and attractive. It is also essential that we continue to work across institutional boundaries."

—GladysAnn Wells, State Librarian

An independent report was recently completed that assesses Arizona's implementation of LSTA grants, which is the main federal assistance program to the nation's libraries. Librarians and library leaders across Arizona showed strong

support for a program that has been in existence for a relatively short period of time. Their endorsement demonstrates that the program has had a significant impact.

LSTA Executive Summary

The report evaluates the implementation of a program to allocate LSTA funds in the initial federal grant period beginning in 1998 in the state of Arizona. The use of LSTA funds in Arizona covered a wide range of projects and programs. Upgrading and providing new desktop computers for all public libraries and providing better connectivity to the Internet helped the residents of the state achieve a level playing field in the Internet arena. Some of the initiatives, such as the statewide site license of a variety of databases through the FirstSearch service, permitted equal access to information by all state residents, through public, school, academic, and special libraries. In addition, funding the cataloging of collections from small and specialized libraries and museums made those collections, which often included unique Arizona materials, accessible to all residents and gave less-populated and rural areas confidence that they could be information providers as well as information consumers. Grants to digitize unique Arizona materials made those items more accessible around the state.

There are concerns across America that a “digital divide” is separating those in upper economic brackets, who have good access to computers and Internet connections in their homes and workplaces, from those with few economic resources. Erasing the Digital Divide is not just a matter of providing computers and connectivity, but also involves access to information. Libraries have an important role in bridging the Digital Divide, by providing a venue for public access to computers and the Internet, but also, importantly, to information and services. The LSTA funds have enabled Arizona to make headway in providing access to technology and information to its residents. The funds also support non-technology programs for disadvantaged users.

The funding provided by LSTA, particularly that for upgrading the technology infrastructure and desktop availability in all public libraries in the state, was critical in assisting the State Library and

individual Arizona libraries to successfully compete for other grant funds. Funders such as the Bill and Melinda Gates Foundation and the Pulliam Foundation were willing to grant funds to Arizona libraries when they saw the technology investments that had recently been made in the state.

Collaboration has been fostered among libraries and among cultural institutions as a result of the LSTA-funded programs and direct grants. The funding has provided a welcome incentive. The Arizona Convocation, a program that brings together professionals from a variety of cultural institutions—libraries, archives, historical societies, and museums—around the state, has been a hallmark of the collaboration efforts. This opportunity to informally network, to explore topics and projects for collaboration, and to contribute to a product, the Cultural Inventory Project, has sparked enthusiasm among all professional groups and has helped to establish a “culture of collaboration.”

A great strength of the LSTA legislation is that it gives the state freedom, within parameters, to fund projects and initiatives that are most beneficial to the needs of the state. It does not hamstring the state with bureaucratic regulations and limitations. The State Library has been willing to take risks in making decisions on which programs and projects it will support with LSTA funds. In the rapidly developing realm of networking and computer technology, this is an important piece of an overall funding strategy.

Great strides have been made in statewide services such as interlibrary loan and statewide site licenses of databases as a result of LSTA funding. Providing equitable access to commercial information resources is an important function for libraries in the digital age.

Opportunities for professional development include museum and archives professionals as well as librarians, and help foster the culture of collaboration among cultural institutions in Arizona.

Education and Professional Development Opportunities

The School of Information Resources and Library Science (SIRLS) at the University of Arizona is the state's only library school. Many of its graduates serve in leadership positions in public, school, academic, and special libraries throughout the state and nationally. It offers the MLS degree as well as a joint program with Arizona's College of Education that awards certification in school librarianship and school supervisor administration. It also provides opportunities to attain proficiency in areas such as archives/rare books, law librarianship, and youth services.

SIRLS also offers undergraduate courses (a minor) and the PhD. Since 1985, it has pioneered graduate distance education for library and information science. Students who are place-bound or in remote locations can take two-thirds of their program via the Web. *U.S. News and World Report* recently lauded the SIRLS program as one of the 12 "best online graduate programs in Library and Information Science."

The school also offers weekend and short (partially Web-based) courses, which alumni and other practicing librarians may enroll in as non-matriculated students. Courses are also offered in Phoenix on a limited basis. Each summer the school hosts an institute for approximately 40 non-degreed Arizona librarians. This institute is funded and sponsored by the Arizona Department of Libraries and Archives. Other continuing education opportunities, workshops, national speakers, and the like are provided throughout the academic year.

SIRLS is in its second year of a partnership with the Gates Foundation and is providing six interns to assist Arizona tribal libraries install and use information technology. Last year, under the direction of Dr. Betty Marcoux, a similar project was implemented with the public libraries of Arizona.

University of Arizona School of Information Resources and Library Science (SIRLS) Knowledge River Institute

In August 2001, SIRLS was awarded almost \$500,000 from the federal Institute of Museum and Library Services (IMLS) toward creation of the Knowledge River Institute.

Knowledge River, spearheaded by the new Dean of SIRLS, Brooke Sheldon, and Patricia Tarin, Project Director, is a collaboration designed to recruit and educate more Hispanic and Native American Students in library and information science, who are the most under-represented minority groups in the library profession. The State Library gave seed money for the project.

The latest figures from the American Library Association, compiled in 1999, indicate that Hispanics comprise 1.8% of academic librarians and 2.9% of public librarians. Native Americans make up .57% and .27% respectively, of these two professional groups. These statistics have remained virtually unchanged in the past twenty years. Native Americans and Hispanics make up 5% and 25% of the Arizona population, respectively.

Library schools are training information professionals for the voracious dot-com industries as well as for libraries, archives, and information centers of all kinds. Hispanics and Native Americans are under-represented in all of these fields, yet they could be helping to interpret the information needs of these groups in both the public and private sectors, just as they provide the "library" skills now required in the broader economy. The rising demand for trained information professionals makes it incumbent for schools like SIRLS to develop new professionals from among the ranks of minorities.

The Knowledge River Institute has four goals:

- ✓ Organize an institute dedicated to the information, service, and technological issues of Hispanics and Native Americans as they pertain to library and information fields.
- ✓ Develop and test a model for state-of-the-art library and information education geared to training professionals in methods of closing the Digital Divide.
- ✓ Develop and test an information and cultural center specialization program that prepares professionals to work in smaller settings that mix aspects of museum, library, preservation, and archival practices.
- ✓ Explore and evaluate methods for recruiting Hispanics and Native Americans into library school and retaining them in the library and information fields.

This project will create a process of exploration, discussion, and review that will help create new areas of specialization. The institute will not only attract Hispanics and Native Americans to librarianship, but will train them to meet the distinctive service challenges these large segments of the population present. The Knowledge River Institute will begin by concentrating on the training of librarians to work with Hispanics and Native Americans, and providing specialized training for those who work, or wish to work, in community settings where a multipurpose facility emerges from the need for both information and cultural reinforcement.

4. The Process

In early 2000, GladysAnn Wells, Arizona's State Librarian, appointed 30 members to a new entity—the Statewide Library Development Commission. Its members came from many backgrounds, including librarians, library advocates, representatives from other cultural institutions, and private citizens. The group was charged to write a five-year library development plan that the State Library could use for planning, allocating resources, and identifying management priorities, and as a roadmap for collaboration with libraries across the state. Agnes Griffen, Director of the Tucson-Pima Public Library, and Judy Register, then Library Director of the Scottsdale Public Library (later promoted to Director of Citizen and Neighborhood Resources in Scottsdale), were asked to co-chair the group and lead the process.

The commission first met in March of 2000 at the Arizona Convocation in Phoenix. Members were invited to provide a short personal introduction and asked to state their priorities and vision for library services. Ms. Griffen reminded members that they would meet over the next two years as necessary, and that individual members would be asked to engage in committee work around assigned topics. The commission would disband after writing the five-year plan.

As a result of two New Economy reports released by the Morrison Institute for Public Policy, simultaneous with formation of the Statewide Library Development Commission, Governor Jane Dee Hull created the Arizona Partnership for the New Economy. The Governor intended that this broad-based task force would solicit input from residents across the state and develop a strategy for Arizona to prepare for, embrace, and engage in the New Economy. It became apparent early in the deliberations of the Statewide Library Development Commission that it was essential for libraries to be represented on the Partnership for the New

Economy, and for the Partnership to recognize the economic value of public libraries.

At the second meeting of the Statewide Library Development Commission, members were asked to react and respond to the New Economy reports. Ms. Griffen also announced that as part of the commission's process a smaller taskforce chaired by Deborah Tasnadi would study collection development issues.

For the rest of 2000, commission members worked to ensure that libraries were included in the Governor's final plan for Arizona in the New Economy. Five commission members were asked to serve on "hot teams" charged with studying specific areas of the New Economy, and as a result of their work the commission developed a New Economy White Paper as a response to the partnership's final plan (Appendix B).

After completing the New Economy work early in 2001, the commission regrouped and spent the next nine months focusing on the future of libraries in the state. They examined what was working well, what external factors might affect library development, and where library leaders needed to focus in order to maintain relevance and vibrancy. The Arizona office of Libraries for the Future, a national non-profit organization, was asked to assist with this phase of the process through meeting facilitation, research and writing, reporting, and preparation of recommendations.

During the planning phase, the commission dedicated one full meeting to understanding the larger context and environment in which public libraries do their work. Experts representing the fields of education, consumer health, children and families, rapid growth and sprawl, cultural diversity, economic development, and technology presented an overview of key trends and issues to the group. Each presentation was coupled with a library response. Collectively, these represented an overview of "best practices" in libraries across Arizona.

Commission members also engaged in discussions about the role of academic and special libraries and school library and media centers, and began to create a framework for additional discussions. They also outlined their vision for library support and advocacy over the next five years—including coordinated statewide communication, strengthened statewide public financing, and a method by which larger, urban public libraries and smaller, rural public libraries could engage in mutually beneficial relationships without reinventing the wheel.

The commission also wanted to ensure that local library values, beliefs, practices, and strategic directions were represented and highlighted. Strategic plans from libraries across Arizona were analyzed and summarized. These plans and goals are reflected in the "Imagining the Future" section of this document.

In addition, an anonymous survey of commission members and county librarians was conducted in order better to understand the most important role that the State Library might play over the next five years. Conducted online, the survey asked respondents to elaborate on the value of the State Library and the most important areas of focus for collaborative efforts.

Concurrently, an independent consultant was retained to evaluate the effectiveness of the first five years of federal funding through LSTA grants.

The results of these various deliberations, surveys, and studies, as well as a mission and visioning process carried out by the commission, form the basis for this report

Appendix A

Commission Members

CHAIR

Agnes Griffen, Director, Tucson-Pima Public Library

MEMBERS

Bonnie Campbell, Director, Mohave County Library District

Jean Collins, Dean of Libraries, Northern Arizona University–Cline Library

Harry Courtright, Director, Maricopa County Library District

Sister Corinne, Holy Trinity Monastery

Susan DeArmond, Private Citizen

Wendy Dresang, Private Citizen

Rhian Evans, Southwest Regional Director, Libraries for the Future

Sean Evans, Cline Library, Northern Arizona University

Amelia Flores, Colorado River Indian Tribes

Mary Graham, Head Librarian, Arizona State Museum, University of Arizona

Jacque Griffin, Director, Gila County Library District

David Gunckel, Director of Library Services, Sierra Vista Public Library

Patsy Hansel, Director, Mesa Public Library

Anne Hughes, Private Citizen

Barbara Hutchinson, Librarian, University of Arizona/Arid Lands Information Center

Jane Kolbe, Division Director, Library Development Division, State Library, Archives and Public Records

Paul Kreamer, Librarian, Santa Rita High School Library

Michael Kronenfeld, Director, Health Sciences Library, Maricopa Integrated Health Systems

Joan Murray, Director, Yuma County Library District

Steve Peters, Private Citizen

Jana Ponce, County Librarian, Parker Public Library

Judy Register, Director, Scottsdale Public Library

Richard Rounds, Private Citizen

Alyce Sadongei, American Indian Program Coordinator, Arizona State Museum

Deborah Shelton, Head Librarian, Arizona Historical Society, Southern Arizona Division

Sherrie Schmidt, Dean of Libraries, Arizona State University–Main Campus/University Libraries

Robert Shupe, Director, Mohave Community College Library (AzLA President)

Diane Skorupski, Librarian, Van Buskirk Elementary

Kay Whitaker, Director, Flagstaff City-Coconino County Public Library

Rodeane Widom, Director, Glendale Public Library

Appendix B

The Role of Arizona Libraries in the APNE Process

A White Paper

(Authored by David Gunckel, Betty Marcoux, and Dan Shilling)

To ensure Arizona's ability to take advantage of the opportunities in the New Economy, Governor Hull has created the Arizona Partnership for the New Economy (APNE). Libraries play a critical role in connecting Arizona's citizens to the New Economy. All libraries are dedicated to providing high levels of service to all of their customers – that is, Arizona's public. Libraries are supported and used by the vast majority of Arizona citizens. Libraries are logical stakeholders and major players in any statewide plan to bring opportunity to Arizona through full participation in the New Economy.

Arizona libraries serve all state residents. In serving the public, Arizona's libraries do and will continue to play an important role in the lifelong learning habits of residents. They also assist in creating and facilitating workforce development and provide continuing education opportunities.

APNE's purpose is to:

1. Define the New Economy and its importance to Arizona.

Library response: Arizona participates in Arizona's New Economy at present by being the first place to introduce many members of the public to new information technologies. Libraries provide a free, public gateway to the Internet/Web, offering introductory learning opportunities to gain new skills in searching digital

resources and constant tutoring in refining search skills. Libraries of all kinds are bridging the Digital Divide for those who lack access to computers at home, school, or work. Public access to digital resources is a major part of each library's mission of service to all residents of Arizona.

2. Assess Arizona's current readiness and establish benchmarks for measuring progress.

Library response: Arizona libraries consistently evaluate their communities in an effort to better serve customer needs and interests. They establish benchmarks of service and opportunities that become part of their annual goals and objectives. Using these skills, libraries stand ready to assist local businesses and government in assessing their readiness for and benchmarking progress toward the new economy and its opportunities.

3. Develop strategies for correcting perceived deficiencies in responding to opportunities.

Library response: Arizona libraries provide up-to-date, accurate business and economic information so community leaders can improve their strategies when responding to new economy opportunities. Libraries readily respond to the mandates they receive through community surveys and assessments. Libraries use this information to create strategies by which they can better serve their customers. Both customer needs and interests are the concerns of libraries as they respond to the pulse and environment of their communities. As a result, many communities are opening new libraries and extending hours of service in response to community needs.

E-Learning and New Talent: Library Response

The premise of E-learning is to link innovations of the New Economy with the building of an improved knowledge base and skill level of all of Arizona's citizens. Arizona libraries serving the public do this. Arizona libraries are ideal as places where learners of all ages can personally use the Internet as well as many other educational opportunities. Libraries are open daily in most communities, and provide physical access to the Internet and assistance that helps library users develop their information-literacy skills. Programs such as the federal e-rate are allowing those libraries with inadequate infrastructure to get wired. Grant programs such as the Bill and Melinda Gates Foundation provide modern hardware and software for libraries in rural and underserved areas, while the Qwest Foundation provides opportunities to create learning programs for customers of all ages. Other initiatives such as Libraries for the Future, the Rural Technology Centers throughout the state, the NAU-net, the AZ Learning System, and ASSET offer services and educational opportunities to Arizona's public. Libraries are committed to providing the best service so that learners of all ages—Arizona library customers—can enjoy access to the Internet, online learning opportunities, and participate in a wide variety of educational services while visiting the library.

Knowledge Leaders, Entrepreneurs & Capital: Library Response

Arizona libraries are located in every community in the state. Most Arizona communities recognize that an investment in libraries is an investment in the community. The EDIC (Economic Development Information Centers) are located throughout Arizona and provide information to small businesses in local communities. In this regard, Arizona libraries are knowledge assets. Building on these assets will allow citizens to participate more fully in the New Economy. An investment in libraries is an investment in the New Economy.

New Commerce and Creative Communities: Library Response

Arizona libraries have become community gathering places for people of all ages, having a variety of interests. If a creative community can be defined as one incorporating technology, speed, flexibility, and customer service, it is easy to recognize the library as a community focal point offering these services.

Building Connections to Opportunity: Library Response

Arizona libraries are very familiar with the Digital Divide as a barrier to full participation in the New Economy. There are two issues that prevent customers from full participation: first is the absence of appropriate hardware and infrastructure, and second is the lack of comfort with using computers and the Internet. Libraries offer electronic access. Libraries continue to upgrade their level of service through federal, state, and private funding opportunities. Libraries provide education to customers to ease apprehension about computers so that they may experience and fully understand the benefits of the electronic information world.

E-Government Edge: Library Response

Arizona libraries, because of their relationship to local government and because of their locations throughout Arizona, are ideal for connecting people to their government. The State Library, Archives, and Public Records (SLAPR) is providing e-government services to Arizona residents through libraries. Electronic services give customers immediate access to the automated services of federal, state, and local government. Additionally libraries provide staff to assist with access and use.

Summary

Libraries help Arizonans participate in the New Economy. Libraries have mechanisms to assess the readiness of Arizona's

communities, and expertise for strategizing to realize the goals of APNE. Arizona libraries address the Digital Divide, as well as the concerns and interests of their customers. The library community is poised to take a lead in promoting and implementing the concepts and goals of APNE.

Appendix C

ECONOMIC DEVELOPMENT INFORMATION CENTERS (EDIC) History, Present, Future

By Linda Caldwell McCleary, Public Library Development
Consultant, EDIC Manager

History

The EDIC program began in September 1992, as an outgrowth from the January 1991 Arizona Pre-White House Conference. The State Library provided initial funding of \$140,000 to establish a business core collection in each EDIC library. In 1994, the State Library provided mini-grants to the 28 EDIC libraries on a two to one basis (two dollars from the State Library for every one dollar from the EDIC library up to \$2,000) to update the core collection or to add new materials. These mini-grants continued for two more years, 1995 and 1996 (second year, one dollar for one dollar; and third year, one dollar to two dollars). EDIC libraries applied for grants under the LSCA grant process for this federal money. A total of \$56,000 was distributed in FY1994, and \$28,000 each year for FY1995 and FY1996.

Training was a key component in the EDIC project. Training seminars held continuously helped the EDIC staff learn how to market the service and communicate with local economic development councils, the business community, and local government.

After the initial three-year grant was completed, most of the EDIC libraries continued to thrive through partnerships with their local economic development councils and small-business centers. Since FY1996, the State Library has supported the EDIC libraries with funding for all-day training workshops in various regions of the

state, occasional funding for the EDIC liaison to attend a business oriented meeting (such as the East Valley Forum, Arizona Global Perspectives, World Trade Center seminar), annual updating of the EDIC Core Collection booklet, and funding for a few business materials that are particularly helpful to EDIC liaison librarians.

Present

Only one library has formally discontinued the program, because of a restructuring of their mission. The 27 EDIC libraries continue to send EDIC liaisons to regional workshops held throughout the year. There are at least three to four workshops held yearly, with an average of 50 people attending each. A semi-annual newsletter informs the EDIC liaisons about EDIC library activities around the state, statewide and national business conferences, and other items of business-related interest.

The yearly updating of the EDIC Core Collection booklet is underway. Two librarians in the business field are assisting the manager in compiling up-to-date information for the EDIC libraries. We expect to distribute the booklet in early fall.

The EDIC manager has given three speeches regarding the success of the Arizona EDIC program, in Colorado Springs (CO), Buffalo (NY), and Victoria (British Columbia). These speeches have produced contacts with others who are seeking to model their program after Arizona's.

Future

The EDIC manager is committed to updating the EDIC Core Collection booklet yearly, to provide the EDIC library liaisons with an up-to-date resource. This year, we will move the database from a Mac to a PC version with capabilities of placing the information on the SLAPR website. This will enable users worldwide to access the core collection list created by Arizona librarians. The State Library recently committed \$250,000 to purchase a new business database accessible to all EDIC facilities.

Training is always a central focus. Each site selected for a training workshop is chosen for its location to nearby Small Business Development Councils, active Chambers of Commerce, and committed small-business individuals. Now that these areas have been visited at least once in the past three years, workshops will be held in some of the more rural communities (Navajo County, Greenlee County). EDIC liaisons choose speakers suitable for their clientele, and federal funds pay for speakers and travel.

The EDIC manager would like to become more involved with the Arizona Department of Commerce's Arizona Business Connection office, to assist them with current information on EDIC libraries and business opportunities. Joe Dean, the Governor's Small Business Advocate from the Department of Commerce, has a weekly business radio show on KFNN. He has requested a speaker on the EDIC libraries to be a guest.

The manager would also like to update the original business survey distributed and evaluated by the Morrison Institute at the start of EDIC. I have asked the Morrison Institute for a cost estimate for conducting another survey. Nancy Welch, who was instrumental in establishing the EDIC project, is no longer with the Morrison Institute.

There are many success stories from all over Arizona. For example, at the Flagstaff City-Coconino County Public Library, one fairly large local business used EDIC materials to exploit the NAFTA treaty and sell their materials to Mexican businesses. Another example is the Northern Arizona University (NAU) Business Department, which has a business practicum that is a part of the business education curriculum. Since NAU does not have an EDIC center, students do their research at the Flagstaff City-Coconino County Public Library. They contract work with local area businesses, research business contracts, study materials on how to make the business better, and then report back to the business. The students learn how to use EDIC materials to make

their reports. Without the EDIC Center, they would not be able to complete their assignments.

Native Americans from Tusayan have used information from the Flagstaff City-Coconino County Public Library to bid on a business franchise on a reservation. The franchise is said to be thriving thanks to the assistance from the EDIC staff.

The Glendale Public Library EDIC liaison sponsors business programs each month. "Internet Access for Businesses" had 200 people registered, and more than 200 also attended the "Entrepreneur's Day Workshop" this past May. The EDIC liaison hosted the event and highlighted the EDIC collection during her opening remarks.

Several Glendale business patrons have verbally thanked the staff for assisting them in obtaining financing for their businesses. One patron had to find a job because her husband was laid off work. She was able to write a successful resume because of the EDIC Center. EDIC helped another user present a business plan in order to obtain a loan, which she got.

Mohave Community College in Kingman has formed an EDIC Advisory Forum as direct result of the collaboration between the college and the business community. After several meetings, an EDIC marketing plan was implemented. Because of this marketing plan, Citizen's Utility donated \$2500 to hire a consultant to analyze the needs of the ECON-DB program. The EDIC library is now seen as a forum for the merger of common goals and objectives between the library and the business community.

Nogales City/Santa Cruz County Public Library and the Small Business Center jointly presented a workshop on small business concerns. Two instructors from Pima Community College taught a half-day seminar on business concerns.

The Phoenix Public Library EDIC staff sponsor quarterly breakfast meetings for the business community. Normally, more than 50 people attend, but at last summer's meeting, held in conjunction with the Chamber of Commerce, more than 300 came. Breakfast meetings generally involve hands-on use of business compact discs and online services in the library. Staff position themselves at terminals and answer questions. At the last meeting, one participant needed to know the names of exporters from Thailand, and the librarian was able to show her this information through the National Trade Data Base. As word gets out about these meetings, business people are contacting the library in order to be speakers.

Because of the Phoenix Public Library EDIC Center, connections between the EDIC Center and other city agencies have been strengthened, and these agencies are asking for EDIC staff members to speak before their groups.

The EDIC manager has always wanted to partner with other agencies and the business community, because it produces a win/win situation for all parties. Everyone has a business need at some point, and it is important to know that there are EDIC libraries out there with knowledgeable staff to assist clients. Knowledge leads to success. Success leads to a solid tax base in a community, and a solid tax base leads to funding for the local public or community college library. Ultimately, the business community and libraries are connected—and we need to make sure the connection stays strong and vibrant. Libraries cannot live without business assistance, and now it is time for businesses to know they really can't live without libraries.

Appendix D

Experts Consulted and Contributing Authors

Experts

Eric Anderson, Director of Transportation, Maricopa Association of Governments, discussed the rapid growth and sprawl that Arizona faces as a result of a fast-paced economy.

Carol Kamin, Executive Director, Children's Action Alliance, a statewide child advocacy organization, spoke about Arizona's children and families.

Paul Koehler, Director of Policy at WestEd, described the latest trends and challenges in education in Arizona.

Jane Pearson, Associate Director, St. Luke's Health Initiatives, discussed Arizona's most pressing health concerns and the role libraries can play in partnering with healthcare providers and medical facilities.

Sandi Perez, Senior Program Officer, Arizona Community Foundation, presented Arizona's growing diversity and identified key steps for librarians to support and encourage it.

Brad Tritle, Government Information Technology Agency, reported on the most recent trends in Arizona's economy and the most recent implementation procedures for the Arizona Partnership on the New Economy.

Contributing Authors (non-commission members)

Karen Drake, Library Manager, Chandler Public Library

Terry Morris, Director, Payson Public Library

Janet Fisher, Research Division Director, State Library, Archives and Public Records

Joan Lippincott, Associate Executive Director, Coalition for Networked Information

Joanne Hamilton-Selway, Senior Coordinator for Collection Development, Scottsdale Public Library

Betty Marcoux, Director of Interdisciplinary and Certification Programs, School of Information and Library Science, University of Arizona

Diantha D. Schull, President, Libraries for the Future

William Zeisel, Consultant, Libraries for the Future